

DOCUMENT RESUME

ED 253 742

CE 040 750

TITLE GRASP...A Federally Funded B.O.C.E.S. Project.
INSTITUTION Washington-Warren-Hamilton-Essex Counties Board of Cooperative Educational Services, Hudson Falls, NY. Southern Adirondack Educational Center.
SPONS AGENCY New York State Education Dept., Albany. Bureau of Community and Continuing Education Program Services.
PUB DATE 84
NOTE 197p.
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC08 Plus Postage.
DESCRIPTORS *Access to Education; Admission Criteria; *Adult Basic Education; Adult Programs; Basic Skills; Coordination; County Programs; Delivery Systems; Educational Cooperation; Evaluation Criteria; Guidelines; *High School Equivalency Programs; *Home Study; *Independent Study; Instructional Materials; Networks; Outreach Programs; Pacing; Program Implementation; Records (Forms); Regional Programs; Rural Areas; *Rural Education; Secondary Education; Student Evaluation

IDENTIFIERS *Giving Rural Adults a Study Program; New York

ABSTRACT

This program guide consists of guidelines, forms, and curriculum materials for use in implementing the Giving Rural Adults a Study Program (GRASP). A regional program covering four rural counties in New York State, GRASP is designed to deliver packaged, individualized adult basic education (ABE) and high school equivalency (GED) programming to adults lacking adequate transportation to participate in traditional educational programs. Included in the guide are the following materials: an outline of the program delivery system and guidelines for participating in the program, a description of the components and operation of the GRASP regional cooperative network, guidelines and procedures for student evaluation and entry into the program, implementation guidelines, sample letters used in implementing the program, assignments, and a bibliography and curriculum. Assignments in social studies, reading and literature, English, and mathematics are included in the package. (MN)

 * Reproductions supplied by EDRS are the best that can be made *
 * from the original document. *

ED253742

B.O.C.E.S of Washington-Warren-Hamilton-Essex Counties
Southern Adirondack Educational Center
Dix Avenue, Hudson Falls, New York 12839
(518) 793-7721, Ext. 224

GRASP...A Federally Funded B.O.C.E.S. Project
Coordinator - Carol E. Bartlett

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

This document has been reproduced as
received from the person or organization
originating it.

Minor changes have been made to improve
reproduction quality.

• Points of view or opinions stated in this docu-
ment do not necessarily represent official NIE
position or policy.

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

C. Bartlett

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

ACKNOWLEDGMENTS

Although the success of the GRASP Program is due to the encouragement and efforts of many, many people, an extra word of thanks is in order for the following very special people:

- ...Marie Sparling - Coordinator, Regional Continuing Education (retired), for the Home-Study concept and the hours spent in setting up the program
- ...The Board of Education and Superintendent Edward F. Huntington - Washington-Warren-Hamilton-Essex Co. Board of Cooperative Services for their continuous and enthusiastic support of the program
- ...The New York State Education Department, Bureau of Continuing and Community Education:

Garrett W. Murphy, Director
Neil W. Carr, Chief, Program Services
Robert Poczik, Chief, Field Services

for their financial and technical support during program development

- ...and a very special Thank You to George Kawas, Associate, Program Services, for his constant support and many trips for on-site monitoring and technical assistance
- ...Roberta Cade, Director, Southern Adirondack Library System and her library staff for untiring cooperation in setting up and maintaining our delivery system
- ...Christine McDonald, Director, Crandall Library for providing space for drop off and pick up of all study packets
- ...The personnel from many and varied community agencies who have referred students to us
- ...Guidance counselors at our component schools who have become involved in GRASP and offered it as an alternative educational program
- ...Jeri Goodman, Continuing Education secretary for unending hours of typing and duplicating, all done with a smile
- ...An exceptionally dedicated instructional staff, who are primarily responsible for the success of the GRASP Program through their belief in the program and their hours of effort to make it work:

Sharon Conrick
Lynda Jones
Suzanne Merrill

GRASP was developed as a federally funded Special ABE 310 Project, funded through the New York State Education Department, Bureau of Community and Continuing Education, Albany, New York 12234.

The opinions expressed herein do not necessarily reflect the position or policy of the New York State Education Department and no official endorsement by the New York State Education Department should be inferred.

GRASP - Giving Rural Adults a Study Program

Lack of transportation and lack of contact with educational services are dual problems of the rurally isolated, often economically and educationally disadvantaged adult. GRASP is a regional program covering four rural counties in northern New York State. It is operated by the Washington-Warren-Hamilton-Essex Counties Board of Cooperative Educational Services (BOCES). GRASP is designed to work in conjunction with any regional social service agency which has identified and/or serviced rurally isolated adults. These adults are referred by the agency to GRASP for educational counseling, which includes assessment of client's reading and math levels and student goal-setting. After the initial counseling session, a client is given the option of several educational programs. A special feature of GRASP is a packaged ABE/GED Home-Study program which uses individualized, self-paced assignments and materials.

GRASP wanted a free in-place delivery system which served the same basic geographic areas as BOCES and the participating social service agencies. This was found through a cooperative arrangement with the Southern Adirondack Library System (SALS) which makes the Home-Study option possible for an area covering 4,200 square miles with a population of 228,000 residents. SALS, one of 22 library systems state-wide, has 28 members, 2 deposit libraries, 1 reading center and Bookmobile services. GRASP envelopes for student pick-up and return are handled free of charge by regularly scheduled SALS delivery to the community libraries and twenty-two Bookmobile stops. Local community libraries often provide a space for the initial counseling/screening meeting, follow-up meetings, and a place for tutorial help when needed. The cooperation of the SALS staff, local librarians, Bookmobile librarians, and delivery personnel have all combined to make GRASP a unique, smoothly running Home-Study program. An alternative free delivery source for those isolated areas not serviced by SALS is the BOCES bus, which delivers weekly to the 21 component school districts.

GRASP has proven that a regional cooperative effort by social service agencies, component schools, BOCES ABE/GED staff, and library personnel can combine to provide the rurally isolated adult with viable educational services. This project has been replicated state-wide, and could be used equally well with urban adults who have the same economical and educational disadvantages as their rural counterparts.

BEST COPY AVAILABLE

TABLE OF CONTENTS

Section I	Delivery Systems
Section II	Agency Network
Section III	Student Evaluation and Entry Into Program
Section IV	Implementation
Section V	Letters
Section VI	Assignments
Section VII	Bibliography and Curriculum

SECTION I

DELIVERY SYSTEMS

DELIVERY SYSTEMS

GRASP uses free in-place delivery systems which serve the same basic geographic areas as BOCES and the participating social service agencies.

LIBRARY

GRASP uses the Southern Adirondack Library System (SALS), which is one of twenty-two library systems state wide. GRASP envelopes for student pick-up and returns are handled free of charge by regularly scheduled SALS delivery to the community libraries and twenty-two bookmobile-stops. Use of a library delivery system involves the following steps:

1. Obtain approval and permission from regional library administration
2. Present GRASP program and Library Procedural Outline at monthly regional meeting of library personnel
3. Obtain schedule of the following:
 - A. Regional delivery dates to local libraries
 - B. Bookmobile schedule
 - C. Individual library hours
 - D. Holiday closings

Each student's pick up and return dates will be determined by these schedules.

4. Send GRASP information sheet and Library Procedural Outline to all member libraries and bookmobile clerks
5. Send letter to student's local library indicating student's enrollment. Include return green "Packet Not Claimed" labels
6. Locate library which has daily deliveries from regional system to serve as main pick-up and delivery site for staff
7. Keep track of green returned "Packet Not Claimed" labels and send cover letter and new labels to replenish supply
8. Notify librarian of student's withdrawal from program

SCHOOLS

GRASP uses the following procedure:

1. Contact main office or guidance for permission of school to serve as pick-up and return site for student.
2. Obtain school calendar and courier delivery schedule.
3. Sent letter indicating student's enrollment and include green return labels for unclaimed packets.

LIBRARY PROCEDURAL OUTLINE

GRASP staff prepares student packet with WHITE label and delivers to Crandall Library (central reference library) at least two days before assigned pick-up date.

CRANDALL LIBRARY

1. Checks GRASP shelf daily and places white-labeled packets in SALS delivery bags.
2. Upon request, librarian at main desk receives and delivers student packets to those students using Crandall Library as their delivery site.
3. Librarian places in-coming packets with GREEN labels on GRASP shelf.

MEMBER LIBRARY

1. Designates a location for GRASP packets.
2. Hands out WHITE labeled packets upon request.
3. Places student returned packets with GREEN label in SALS delivery bag for next return to Crandall.
4. Checks unclaimed packets for date on white label. When ONE WEEK has elapsed from assigned date on label, librarian places green "Packet Not Claimed" label over the white label and places the packet in SALS bag. IMPORTANT - do not keep packets longer than ONE WEEK past date on label so that GRASP staff will be aware that student has not made pick-up.

SALS

1. Routes any white labeled packets from Crandall to designated library and/or bookmobile stops.
2. Delivers daily any green labeled packets from member libraries and/or bookmobiles to Crandall.

BOOKMOBILE CLERK

1. Hands out white labeled packets.
2. Places green "not claimed" label on packets which are not claimed. Returns all packets to SALS with next delivery.

SAMPLE LABELS

W-W-H-E BOCES
HOME-STUDY PROGRAM

NAME _____

LOCATION _____

DATE _____

(WHITE)

W-W-H-E BOCES
HOME-STUDY PROGRAM

RETURN TO:
CRANDALL LIBRARY

STUDENT'S
NAME _____

DATE _____

(GREEN)

W-W-H-E BOCES
HOME-STUDY PROGRAM

RETURN TO:
CRANDALL LIBRARY

ENVELOPE NOT CLAIMED

(GREEN)

BEST COPY AVAILABLE



CAROL E. BARTLETT, COORDINATOR
Regional Continuing Education

B.O.C.E.S. of Washington-Warren-Hamilton-Essex Counties

Southern Adirondack Educational Center
Dix Avenue, Hudson Falls, New York 12839
(518) 793-7721, Ext. 224

GRASP

Coordinator - Carol E. Bartlett

Date _____

ATTENTION: Library Staff

The following student(s) are enrolled in our GRASP Home-Study program:

_____	_____
_____	_____
_____	_____

Your library has been chosen as a pick-up and delivery site for the assignment packets which are delivered by the SALS delivery van. When the packet is received, may we suggest you designate an area where packets being delivered and returned by the students could be placed.

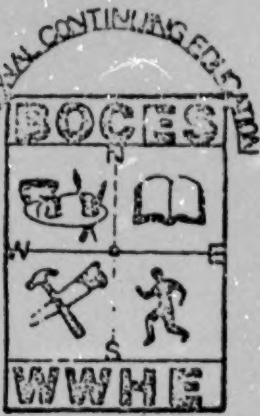
If the student or any person sent by the student has not picked up the packet after ONE WEEK FROM THE DATE ON THE LABEL, please put one of the enclosed "Return to Crandall Library" green labels on the packet and return it on your next SALS delivery day. It is vital to our programming that we be aware of a student's failure to pick up his package.

Should you have any problems with the students or the delivery of packets, please contact us at the above number. We are pleased that the services of your library and staff are enabling us to continue our Home-Study Program.

GRASP STAFF

D.O.C.E.S. of Washington-Warren-Hamilton-Essex Counties

Southern Adirondack Educational Center
Dix Avenue, Hudson Falls, New York 12839
(518) 793-7721, Ext. 224



GRASP...A Federally Funded BOCES Project

Coordinator - Carol E. Bartlett

Staff - Sharon Conrick
- Lynda Jones
- Suzanne Merrill

Bookmobile Librarian:

If the student fails to pick up his packet for the
W-W-H-E BOCES Home-Study Program, please put one of the
enclosed green stickers over the white label on the front
of the envelope.

Put each envelope in your SALS Delivery for the next
return to Crandall.

Thank you.

Sincerely,

GRASP Staff



B.O.C.E.S. of Washington-Warren-Hamilton-Essex Counties
Southern Adirondack Educational Center
Dix Avenue, Hudson Falls, New York 12839
(518) 793-7721, Ext. 224

GRASP...A Federally Funded BOCES Project

Coordinator - Carol E. Bartlett

Staff - Sharon Conrick
- Lynda Jones
- Suzanne Merrill

Date _____

Dear _____:

The following student(s) are enrolled in our GRASP Home-Study Program

_____	_____
_____	_____
_____	_____

Your school has been chosen as a pick-up and delivery site for the assignment packets which are delivered by the BOCES delivery van. The first packets should be delivered to you by _____. When the packet is received, we suggest that you have your staff set aside some area where packets being delivered and returned by the students could be placed.

If the student or any person sent by the student has not picked up the packet after ONE WEEK FROM THE DATE WRITTEN ON THE LABEL, please put one of the enclosed "Return to Carol E. Bartlett" green labels on the packet and return it on your next BOCES delivery day.

Should you have any problems with the students or the delivery of packets, please contact us at the above number. We're pleased that the services of your school are enabling us to continue our Home-Study Program.

Sincerely,

Sharon Conrick, Lynda Jones and Suzanne Merrill
GRASP Staff

BEST COPY AVAILABLE



B.O.C.E.S. of Washington-Warren-Hamilton-Essex Counties

Southern Adirondack Educational Center
Dix Avenue, Hudson Falls, New York 12839
(518) 793-7721, Ext. 224

GRASP...A Federally Funded BOCES Project

Coordinator - Carol E. Bartlett

Staff

- Sharon Conrick
- Lynda Jones
- Suzanne Merrill

Date _____

Dear _____:

The following student(s) are no longer participating in
the GRASP Home-Study program:

If there are any unclaimed packets at your library for
these students, please use the green "Unclaimed Package"
sticker to return the packet to Crandall Library.

Thank you for your participation and cooperation in our
program. We will notify you when new students will be using
the service of your library.

Sincerely,

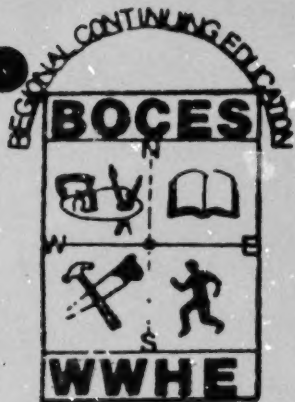
Sharon Conrick, Lynda Jones and Suzanne Merrill
GRASP Staff

SECTION II
AGENCY NETWORK

AGENCIES

GRASP has developed a regional cooperative network with social service agencies, area schools, their staff, and their clients. To develop a referral system, we use the following procedures:

1. Compile a list of regional social service agencies and school guidance counselors.
2. Send an initial invitation letter, GRASP information sheet, and a questionnaire to be returned.
3. Send cover letter and yellow referral sheets to agencies and schools which return questionnaire.
4. Arrange to screen client after referral sheet is received.
5. Prepare an evaluation sheet after the referred client has been screened. The evaluation sheet indicates either the results of the screening and suggested educational options, or the failure of the client to keep the appointment. One copy is sent to the contact person and one copy is filed.
6. Send a form letter to contact person indicating client's GED results.



CAROL E. BARTLETT, COORDINATOR
Regional Continuing Education

B.O.C.E.S. of Washington-Warren-Hamilton-Essex Counties

Southern Adirondack Educational Center
Dix Avenue, Hudson Falls, New York 12839
(518) 793-7721, Ext. 224

GRASP

Coordinator - Carol E. Bartlett

ATTENTION: Agency and School Counselors

We are continuing our successful ABE/GED program called GRASP which might be of interest to your agency. This program offers a number of free services, including educational counseling and/or diagnostic testing in reading and math. In addition, we can work in an advisory capacity with your staff in setting up or expanding any educational programs which your agency operates or wishes to implement. We have enclosed an information sheet which more completely explains this special program.

The GRASP staff is available for individual or agency staff meetings if you would like additional information about our services, or if you would like to discuss our aim for mutual participation in this project. You may reach us or our director, Carol E. Bartlett at the above number.

We would like the enclosed questionnaire to be filled out by a staff member who would be most likely to use the services of GRASP. The questionnaire should be completed and returned within two weeks, so that we can include your agency's needs in our immediate programming.

Sincerely,

GRASP STAFF

3/85



CAROL E. BARTLETT, COORDINATOR
Regional Continuing Education

B.O.C.E.S. of Washington-Warren-Hamilton-Essex Counties

Southern Adirondack Educational Center
Dix Avenue, Hudson Falls, New York 12839
(518) 793-7721, Ext. 224

GRASP

Coordinator - Carol E. Bartlett

Staff - Sharon Conrick
- Dale Ross

INFORMATION SHEET: GRASP ABE/GED HOME-STUDY PROGRAM

WHAT IS GRASP?

GRASP is an Adult Basic Education Program operated by W-W-H-E B.O.C.E.S. It is designed to reach and serve adults who demonstrate less than a ninth grade competency on a standardized reading test, have not received a high school diploma, or are no longer attending public school. GRASP is a full-service agency which can provide information on a variety of educational options to referred clients.

WHAT EDUCATIONAL SERVICES DOES GRASP OFFER?

1. Counseling and/or diagnostic testing in reading and math for any referred clients.
2. Client assistance, if necessary, in choice of options.
3. Information and placement of clients in all regularly scheduled ABE (Adult Basic) or GED (High School Equivalency) Programs.
4. A Home-Study Program with client pick-up and return of materials through SALS (Southern Adirondack Library System) delivery to libraries, SALS Bookmobile scheduled stops, or component B.O.C.E.S. schools.
5. Availability of staff for training or counseling agency personnel and/or teachers who would like to update existing programs or implement new ones.
6. An ABE/GED Bibliography of materials.
7. Suggestions for alternative educational approaches for clients and/or agencies who have unique educational needs.

B.O.C.E.S. of Washington-Warren-Hamilton-Essex Counties

**Southern Adirondack Educational Center
Dix Avenue, Hudson Falls, New York 12839
(518) 793-7721, Ext. 224**



GRASP...A Federally Funded BOCES Project

Coordinator - Carol E. Bartlett

Staff
- Sharon Conrick
- Lynda Jones
- Suzanne Merrill

GRASP QUESTIONNAIRE

Name _____ **DATE** _____

1. Name of Agency _____

Address _____

Telephone _____

2. List all CONTACT PERSONS who might be interested in receiving the services of this project.

Name _____ **Position in Agency** _____

3. Would you like additional Client Referral Sheets?

_____ **Yes** _____ **No**

4. Would your agency provide transportation to an informational screening meeting or to class if transportation is a major problem for clients you refer?

_____ **Yes** _____ **No**



CAROL E. BARTLETT, COORDINATOR
Regional Continuing Education

B.O.C.E.S. of Washington-Warren-Hamilton-Essex Counties

Southern Adirondack Educational Center
Dix Avenue, Hudson Falls, New York 12839
(518) 793-7721, Ext. 224

GRASP

Coordinator - Carol E. Bartlett

Dear _____:

When you returned our GRASP questionnaire, you indicated an interest in using our services. The enclosed referral sheets are to be filled out for any of your clients who wish to be screened for further educational programming or counseling.

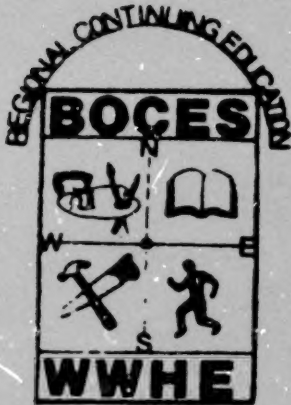
We request that if you have a number of people to be tested, you return all of the referral sheets at one time. After we have tested your clients we will inform you of the results and the prescribed options that your clients might follow.

Sincerely,

GRASP STAFF

3/85

BEST COPY AVAILABLE



CAROL E. BARTLETT, COORDINATOR
Regional Continuing Education

B.O.C.E.S. of Washington-Warren-Hamilton-Essex Counties

Southern Adirondack Educational Center
Dix Avenue, Hudson Falls, New York 12839
(518) 793-7721, Ext. 224

GRASP CLIENT REFERRAL SHEET --- DIAGNOSTIC TESTING FOR ABE/GED SERVICES

Date _____

Name of Agency _____

Address _____

Contact Person _____ Telephone _____

Name of Client Referral (Miss, Mrs., Mr.) _____

Address _____

Telephone _____

Please check ONE of the following:

_____ I would be happy to work with my client and GRASP staff in setting up initial meeting.

_____ I prefer that my client initially contact GRASP, and I have provided my client with the GRASP number.

_____ I prefer that GRASP make the initial contact with my client.

_____ by phone _____ by mail

Is there a quiet spot at your agency which is available for this initial meeting? _____.



B.O.C.E.S. of Washington-Warren-Hamilton-Essex Counties

Southern Adirondack Educational Center
Dix Avenue, Hudson Falls, New York 12839
(518) 793-7721, Ext. 224

GRASP...A Federally Funded BOCES Project

Coordinator - Carol E. Bartlett

Staff - Sharon Conrick
- Lynda Jones
- Suzanne Merrill

BEST COPY AVAILABLE

GRASP CLIENT EVALUATION SHEET

Date _____

Name of Agency _____

Address _____

Contact Person _____ Telephone _____

Name of Client Referral (Miss, Mrs., Mr.) _____

Date of Interview _____

Tests Administered: _____

Evaluation of Client: _____



CAROL E. BARTLETT, COORDINATOR
Regional Continuing Education

B.O.C.E.S. of Washington-Warren-Hamilton-Essex Counties
Southern Adirondack Educational Center
Dix Avenue, Hudson Falls, New York 12839
(518) 793-7721, Ext. 224

G.E.D. TESTING INFORMATION SHEET

Date _____

Name of Agency _____

Address _____

Contact Person _____

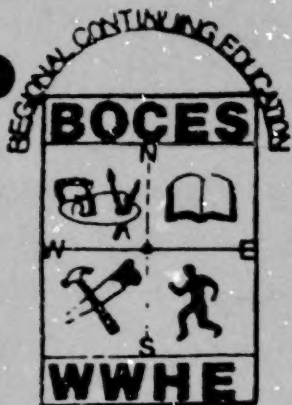
Name of Client _____ Date Referred _____

Your client took the High School Equivalency Testing on _____
at _____.

The results were: _____ Diploma Issued
_____ Requires Additional Preparation
and Testing.

Comments:

Thank you for referring your client to GRASP.



CAROL E. BARTLETT, COORDINATOR
Regional Continuing Education

B.O.C.E.S. of Washington-Warren-Hamilton-Essex Counties

Southern Adirondack Educational Center
Dix Avenue, Hudson Falls, New York 12839
(518) 793-7721, Ext. 224

GRASP

Coordinator - Carol E. Bartlett

Date _____

Dear Agency Counselor:

GRASP will be going on a summer schedule. We will continue to serve our clients who are currently in Home-Study. We will do new screenings in September.

Please continue to use the enclosed client referral sheets. We will contact these people for the next screening.

We feel that the positive support and cooperative effort of your agency has been effective in helping us identify and serve a greater number of adults, and we are grateful to you. We look forward to your help in continuing our program.

Sincerely,

GRASP STAFF

3/85

SECTION III

STUDENT EVALUATION, ETC.

EVALUATION OF CANDIDATE FOR HOME-STUDY ENTRY

We recommend using any or all of the following criteria to determine a student's entry into a Home-Study Program.

I. Minimum Competencies for Program Entry

A. The student should demonstrate the following skills at the initial screening:

1. Fill in the student questionnaire
2. Follow instructions for taking a locator test
3. Achieve a minimum degree of competency on a reading locator test
4. Follow directions for marking a standardized test score sheet and follow directions in the test booklets
5. Achieve a minimum degree of competency (as determined by the staff) on a standardized reading skills test

B. During the screening interview, the instructor will observe the following:

1. Punctuality of candidate
2. Student's ability to sit and remain quiet for duration of testing period
3. Student's ability to co-ordinate the use of all testing materials

C. The instructor will evaluate the following factors:

1. Student's access to a delivery site
2. Student's ability and willingness to work a minimum of 6 hours per week
3. Student's commitment to work on a pre-arranged pick-up and return schedule
4. Student's grade level based on entire or partial completion of the reading test
5. Student's ability to perform basic operations with whole numbers
6. Student's progress in a previous ABE/GED program, or any remedial program

These are the tests which the GRASP staff uses for student evaluation. Any locator or standardized test which you are familiar with can be substituted.

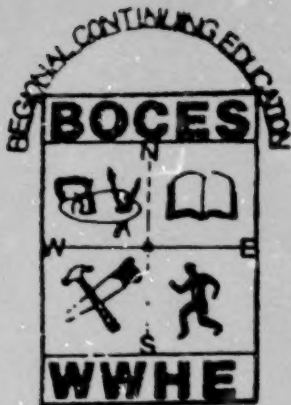
II. Tests

A. Locator Tests:

1. Botel Word Opposites 6th, 7-8th
The student should be able to take a standardized achievement test if he has a 70% accuracy on levels 6, 7-8 or 9-12 of the Botel Word Opposites test
2. WRAT - Reading level 2
The student orally reads a list of 128 words in sequence until he has committed 4 errors in succession. The interviewer then takes the number of the last correct word and with use of the chart determines grade equivalency level.

B. Standardized Tests:

1. Iowa Tests of Basic Skills, Form 4, Grade 6 (1964 edition)-Reading Comprehension
2. Iowa Tests of Basic Skills, Form 5, Grade 6 (1971 edition)-Reading Comprehension
3. Able Level II, Forms A & B (1966)
Arithmetic Computation
4. Iowa Tests of Basic Skills, Form 4, Grade 6 - Arithmetic Skills
5. Iowa Tests of Basic Skills, Form 5, Grade 6 - Arithmetic Skills



CAROL E. BARTLETT, COORDINATOR
Regional Continuing Education

B.O.C.E.S. of Washington-Warren-Hamilton-Essex Counties

Southern Adirondack Educational Center
Dix Avenue, Hudson Falls, New York 12839
(518) 793-7721, Ext. 224

RDG. _____

MATH _____

LOCATOR _____

AGE _____ LAST YR. COMP. _____

FOR OFFICE USE ONLY

Date of Screening _____ PLACE _____

W-W-H-E BOCES ABE/GED Program Questionnaire

1. Name: (Miss, Mrs., Mr.) _____

Address _____
(street)

(city) (state) (zip code)

School District in which you live _____

2. Date of Birth _____ Age _____ Home telephone# _____
mo. day year

3. Place of employment _____

4. Grade you last completed in regular school _____ Date left _____
mo. year

5. Reason for entering this program (check one)

a. To obtain employment _____ d. To further education _____

b. To retain present job _____ e. For self-improvement _____

c. For job advancement _____ f. Other _____

6. Did you ever take the High School Equivalency test?

B.O.C.E.S. of Washington-Warren-Kamilton-Essex Counties

Southern Adirondack Educational Center
Dix Avenue, Hudson Falls, New York 12839
(518) 793-7721, Ext. 224



GRASP...A Federally Funded BOCES Project

Coordinator - Carol E. Bartlett

Staff

- Sharon Conrick
- Lynda Jones
- Suzanne Merrill

Date _____

Dear _____:

You have been referred to us as a candidate for our GRASP Home-Study program. Home-Study is a federally funded project through W-W-H-E BOCES, available to people who are unable to attend regularly scheduled ABE/GED classes. You will receive materials in reading, English, and math at no cost to you.

In order to enter our program, you must attend a Screening and Information meeting. Reading and math tests are given at this screening so that you can enter the appropriate class level in either Home-Study or on-site programming. The screening is given monthly at BOCES, unless your referral agency has made special arrangements.

The location and time of the next screening will be:

Date:

Time:

There is a waiting list for entry in the Home-Study program. Please return the enclosed postcard within one week so that we can reserve a seat for you. After your screening tests have been evaluated, you will receive a letter stating either the date when you may enter Home-Study or notifying you of other available options.

Sincerely,

GRASP Staff

DO NOT WRITE IN THESE SPACES

NAME _____ DATE _____

ADDRESS _____ PHONE _____

I am interested in being part of the Home-Study Project.

I can meet you on _____
DATE _____

PLACE

for the initial screening.

_____ I am not interested in Home-Study at this time.

B.O.C.E.S. of Washington-Warren-Hamilton-Essex Counties

Southern Adirondack Educational Center
Dix Avenue, Hudson Falls, New York 12839
(518) 793-7721, Ext. 224



GRASP...A Federally Funded BOCES Project

Coordinator - Carol E. Bartlett

Staff - Sharon Conrick
- Lynda Jones
- Suzanne Merrill

Date _____

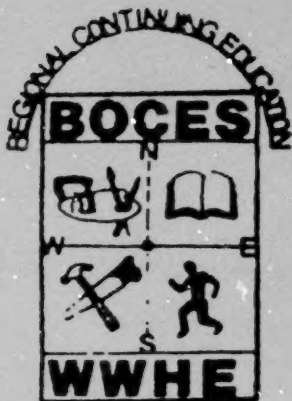
Dear _____:

We regret to inform you that we cannot offer you the option of entering GRASP Home-Study. We suggest the following alternatives which we have checked:

- _____ Literacy Volunteers (free tutoring)
8 West Notre Dame Street
Glens Falls, NY 12801
793-7414
- _____ Adult ABE/GED Classes at BOCES
Dix Avenue
Hudson Falls, NY 12839
Carol E. Bartlett - 793-7721, Ext. 224
- _____ Home-Study Waiting List
- _____ GED Testing (application enclosed)

Sincerely,

GRASP Staff



CAROL E. BARTLETT, COORDINATOR
Regional Continuing Education

B.O.C.E.S. of Washington-Warren-Hamilton-Essex Counties

Southern Adirondack Educational Center
Dix Avenue, Hudson Falls, New York 12839
(518) 793-7721, Ext. 224

GRASP

Coordinator - Carol E. Bartlett

Dear _____:

We are pleased to offer you the opportunity to begin work in the GRASP Home-Study program.

Your pick-up and delivery of materials will be made at _____ and the first pick-up

date is _____. The two dates for each month will be enclosed in your first packet. A requirement of this program is that you follow your monthly schedule and make pick-ups and deliveries every two weeks. Because we have a waiting list of people interested in Home-Study, it will be necessary to drop you from the program if you fail to meet the monthly schedule without notifying us.

Please return the enclosed postcard on which you indicate whether or not you wish to be a part of GRASP Home-Study. The postcard must be received by _____ in order for us to prepare your materials for the first pick-up date.

We look forward to working with you in our program.

GRASP STAFF

3/85

SECTION IV
IMPLEMENTATION

IMPLEMENTATION

There are certain items, in addition to tests and text books, that you will need to purchase or develop prior to the inception of the program. They are:

To be purchased

1. labels (two colors)
2. pocket folders
3. file folders
4. 9" x 13" manilla envelopes
5. post cards
6. legal size envelopes and stamps

To be developed and/or maintained

1. individual student files containing:
 - a. screening test results
 - b. questionnaire
 - c. student assignment sheet
 - d. completed work-time record sheets
 - e. correspondence with students
2. master monthly schedule sheet for delivery systems (library, schools, or bookmobile)
3. a record sheet to keep count of green "Not Claimed" labels from delivery sites
4. Agency file, including referral sheet
Agency questionnaire, evaluation sheet, and any correspondence

STUDENT INTRODUCTORY PACKET

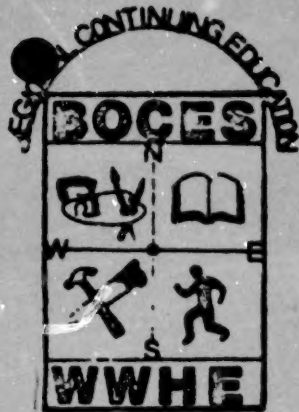
Every student receives an introductory pocket folder which contains the following:

1. Welcome letter
2. Handbook for ABE/GED Home-Study Program with accompanying assignment
3. Two green return labels
4. Library information sheet
5. A pre-addressed postcard for student use
6. Work-Time record sheet listing the student's pick-up and return dates
7. Library reading assignment and a Title-Author sheet
8. Alternative supplementary lower ABE Handbook materials when appropriate

The above materials are placed in a white-labeled manilla envelope to be sent through the designated delivery system.

9/82

BEST COPY AVAILABLE



B.O.C.E.S. of Washington-Warren-Hamilton-Essex Counties

Southern Adirondack Educational Center
Dix Avenue, Hudson Falls, New York 12839
(518) 793-7721, Ext. 224

GRASP...A Federally Funded BOCES Project

Coordinator - Carol E. Bartlett

Staff
- Sharon Conrick
- Lynda Jones
- Suzanne Merrill

Dear Home-Study Student:

Welcome to our Home-Study Program called GRASP. This program is federally funded through W-W-H-E BOCES. You will receive packets of materials in reading, math, and English at no cost to you.

Your packet will be delivered on a two-week schedule to the location which you have chosen. You or a person chosen by you **MUST** pick up the packet every two weeks in order to stay in the program. You may not have time to complete every assignment in two weeks, but we must have at least a partial return each time.

If you do finish all of your work before the scheduled pick-up date, we would like you to do the library reading assignment which is included in this folder. Reading is an important part of this program. Your librarian will help you get a library or bookmobile card if you don't have one.

This folder and Handbook are yours to keep. Read through the Handbook for more information on GRASP.

Sincerely,

GRASP Staff

9/82

BEST COPY AVAILABLE



B.O.C.E.S. of Washington-Warren-Hamilton-Estex Counties

Southern Adirondack Educational Center
Dix Avenue, Hudson Falls, New York 12839
(518) 793-7721, Ext. 224

GRASP...A Federally Funded BOCES Project

Coordinator - Carol E. Bartlett

Staff - Sharon Conrick
- Lynda Jones
- Suzanne Merrill

Library Information Sheet

Library _____

Address _____

Phone _____

Librarian _____

Hours and Days: _____

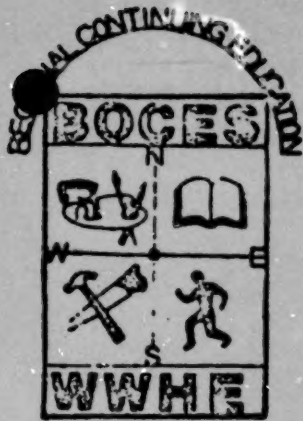
Bookmobile:

Location of stop: _____

Dates: _____

Time: _____

Other: _____



B.O.C.E.S. of Washington-Warren-Hamilton-Essex Counties

Southern Adirondack Educational Center
Dix Avenue, Hudson Falls, New York 12839
(518) 793-7721, Ext. 224

GRASP...A Federally Funded BOCES Project

Coordinator - Carol E. Bartlett

Staff - Sharon Conrick
- Lynda Jones
- Suzanne Merrill

Library Information Sheet

Library Crandall Library

Address City Park

Glens Falls, NY 12801

Phone 792-6508

Librarian Christine McDonald

Hours and Days: Mon. thru Thurs. 9-9

Fri. & Sat. 9-5

Bookmobile:

Location of stop: _____

Dates: _____

Time: _____

Other: _____

BEST COPY AVAILABLE

NAME _____

Dates for month of: _____

Directions: Keep track of the amount of time you spend on EACH book or worksheet, every time you work. See sample.

THIS SHEET MUST BE RETURNED ON THIS DATE: _____

SAMPLE

Book Title and/or Worksheet Title: _____

Main Idea _____

List the dates and amount of time you worked on this assignment:

3/6 - 1 hr.
3/8 - 1/2 hr.
3/10 - 2 hr.
3/14 - 1 1/2 hr.

Total time worked: 5 hoursDate assignment completed 3/14

Book Title and/or Worksheet Title: _____

List the dates and amount of time you worked on this assignment:

Total time worked: _____

Date assignment completed _____

Book Title and/or Worksheet Title: _____

List the dates and amount of time you worked on this assignment:

Total time worked: _____

Date assignment completed _____

List the dates and amount of time
you worked on this assignment:

Total time worked: _____

Date assignment completed _____

List the dates and amount of time
you worked on this assignment:

Total time worked: _____

Date assignment completed _____

Book Title and/or Worksheet Title:

List the dates and amount of time
you worked on this assignment:

Total time worked: _____

Date assignment completed _____

Book Title and/or Worksheet Title:

List the dates and amount of time
you worked on this assignment:

Total time worked: _____

Date assignment completed _____

Book Title and/or Worksheet Title:

List the dates and amount of time
you worked on this assignment:

Total time worked: _____

Date assignment completed _____

Book Title and/or Worksheet Title:

List the dates and amount of time
you worked on this assignment:

Total time worked: _____

Date assignment completed _____

BEST COPY AVAILABLE

ASSIGNMENT SHEETSUBJECT ReadingBOOK Library Books

INSTRUCTOR _____

ASSIGNMENT:

We know that there will be times when you have finished your books and homework before you receive a new assignment. Reading is a very important part of this program. A way to increase your reading skills is to READ - READ - READ!

We urge you to use books from your local library or the SALS Bookmobile. These books can be simply for fun, or you may choose to read more books in your subject areas. For example, a social studies book, which can include history or current events, something from science, a novel, or a book of short stories. Ask your local librarian or bookmobile librarian to help you locate any of these books. If you presently do not have a library or bookmobile card, ask the librarian or bookmobile librarian to give one to you before your next assignment is due.

Reading library books is part of your homework in this program. Please keep a list of the titles and authors of the extra books that you read. This list should be kept up to date through out the program. Return it either when it is full or with the last assignment which you turn in.

(Extra Reading Assignment) Name _____

Name _____

[illegible]

(Extra Reading Assignment) Name _____

(Extra Reading Assignment) Name _____

[illegible]

BEST COPY AVAILABLE

41

LIBRARY INFORMATION

Reading is a very important part of a Home-Study program. We suggest you use the free services of your library or bookmobile. If you do not have a membership card, ask your librarian to help you get one. If you want a particular book which is not in your local library or on the bookmobile ask your librarian to order it for you.

The library provides a number of free services. The following is a list of these services and materials provided by Crandall Library. Many of the materials may be borrowed through your local library. Ask your librarian for more information.

Library Services

- | | |
|--|--|
| 1. Popular paperback books | 19. Books in large print
for the visually handicapped |
| 2. Magazines | 20. Computer searches |
| 3. 16mm films | 21. College catalogs |
| 4. Records & cassettes | 22. Educational programs |
| 5. Videocassettes | 23. Foreign Film Festival |
| 6. Tax forms | 24. Framed art works |
| 7. Career counseling | 25. Road maps |
| 8. Typewriter | 26. Talking books |
| 9. Telephone reference | 27. Job information |
| 10. Photocopying machine | 28. Microfilm indexes to magazines |
| 11. Notary Public | 29. Monthly Gallery shows |
| 12. Programs for pre-schoolers | 30. Book drop |
| 13. U.S. & N.Y. State laws | 31. Local History collection |
| 14. Car repair manuals | 32. Home delivery of books |
| 15. Out-of-town telephone
directories | 33. Cassette & record players |
| 16. Newspapers | 34. Microfilm and microfiche
readers |
| 17. Foreign language books,
records & cassettes | 35. Census information |
| 18. Sheet music | 36. Meeting rooms |

If you or a member of your family has difficulty with reading, you may be interested in the high interest, low vocabulary books which many libraries have. These books are marked with a special green dot on their spines. We have included a list of subjects and series which have books written with high interest, low vocabulary.

SUBJECT INDEX

Cars
Entertainers, biography
Family stories
Growing up
Motorcycles
Mystery & Suspense
Poetry
Sex
Soccer
Sports Biography
Sports Fiction
Trucks
Unknown & Unusual
War

SERIES INDEX

Adapted American Classics
Camelot
Challenge Books
Consumer Education Series
Elk Grove Book
Gemini Books
Hi-Lo
Hiway
Monster
Pacemaker Bestsellers
Pacemaker Classic
Picture Life Books
Search for the Unknown
Signal
Specter
Sprint
Sports Close Up
Triumph Book
Young Romance books

BEST COPY AVAILABLE

Again, ask your librarian to help you locate and borrow materials which you need or are interest in for yourself or your family.

ABE/GED HOME-STUDY PROGRAM

NAME _____

DATE _____

CODE _____

ASSIGNMENT SHEET

Subject Reading

Name of Book ABE/GED HOME-STUDY HANDBOOK

Instructor Sharon Conrick, Lynda Jones

ASSIGNMENT:

1. Read and become familiar with the information in the handbook.
2. Read and answer all questions on the return sheet. It is necessary to use the handbook to locate the answers. ALL answers can be found in the handbook, so do not leave questions unanswered.
3. Return ONLY the answer sheet and keep the handbook. Section III should be reviewed when you are ready to take the GED test.
4. New assignments will be prepared for you when your instructors have received and corrected the return sheets. Both the corrections and new assignments will be returned to you.

BEST COPY AVAILABLE

RETURN SHEET

DATE _____

SUBJECT Reading Handbook

CODE RIA...2

DIRECTIONS:

1. Read the handbook carefully. All questions and answers are done by sections.
2. Write the answer to each question in the space provided. Do not leave any blanks.

SECTION I

1. Who is Carol E. Bartlett?
2. Name the course instructors.
3. If a student wishes to contact an instructor for additional help with an assignment, how is this done?
4. What is the Work-time Record Sheet and when should it be returned?
5. What are the minimum hours of study a week necessary for a student in the Program?
6. If all assignments have been returned to the instructors, what should a student work on while waiting for new material?
7. Which label must you use to return your packet?
8. If assignments are not returned to the instructors, will new work be assigned?

SECTION II

9. When should you return the completed pages which are to be removed from a book?
10. What is the minimum number of hours you should study each week?
11. How many steps are there in using a Programmed Text?
12. How many steps are involved in scanning a reading selection.

13. What reading hint tells you what to do about words you don't understand?
14. In multiple choice questions, you can usually eliminate or be suspicious of words such as:
-

SECTION III

DIRECTIONS: Circle True or False for each statement below.

- | | | |
|---|------|-------|
| 15. A person has to be at least 21 years old to take the GED exam. | True | False |
| 16. It is a good idea to guess on any answer on the GED exam because all blank answers are considered wrong. | True | False |
| 17. There is a minimum six-month waiting period between all GED testing. | True | False |
| 18. To be eligible to test for the high school equivalency diploma, a person must be a resident of New York State for one year at the time of the test. | True | False |
| 19. The high school equivalency exam testing covers a total of five subject areas. | True | False |
| 20. The application for the GED exam may be obtained from instructors or a testing center office. | True | False |
| 21. To get a high school equivalency diploma, a person must get a minimum standard score of 35 on each of the five tests and a total minimum standard score of 225. | True | False |
| 22. It is necessary to take the GED exam at least twice to be eligible for a diploma based on reevaluation. | True | False |
| 23. The high school equivalency diploma is the legal equivalency of a diploma issued by a local high school. | True | False |
| 24. GED means General Education Development. | True | False |
| 25. If you are 17 years or younger, you can take the GED test at any time. | True | False |

At which testing center (s) would you be able to take the GED exam?

I have spent a total of _____ hours on this assignment.

TABLE OF CONTENTS

Section I. Home-Study Information

Southern Adirondack Library System (SALS) Map
Home-Study Information Sheet
Work-Time Record Sheet (Sample)
Title-Author Sheet (Sample)
Label Identification

Section II Study Helps

Guidelines for Studying
Assignment Sheet (Sample)
Return Sheet (Sample)
Guidelines for Programmed Materials
Techniques of Reading
Multiple Choice Questions

Section III Equivalency Testing Information

Testing Center Information
Eligibility Requirements
Test Taking Tips for GED
Scoring Information
GED Application Sample
GED Sample Answer Sheet

SECTION I
HOME-STUDY INFORMATION

HOME-STUDY INFORMATION SHEET

WHAT IS A HOME-STUDY PROGRAM?

A Home-Study program is a special opportunity for adults who cannot travel to an established adult education center. The purpose is to provide a scheduled educational program in reading, math, and English to complete at home. All necessary books and assignments are sent to the student, with appropriate instructions for their use. The completed work is returned to the instructors to be corrected and evaluated.

HOW MUCH DOES IT COST?

The Home-Study program is free to the student. All materials and instruction are paid for by a federal grant through W-W-H-E BOCES.

WHO IS THE DIRECTOR?

Carol E. Bartlett is the Program Manager for GRASP Home-Study. Her office is located at the Southern Adirondack Educational Center, Dix Avenue, Hudson Falls.

WHO ARE THE INSTRUCTORS?

Mrs. Sharon Conrick, Mrs. Lynda Jones, and Mrs. Suzanne Merrill, instructors of Adult Continuing Education at W-W-H-E BOCES, are the instructors in this program.

HOW DOES THE PROGRAM WORK?

Once you have chosen the Home-Study program, your instructors and you will decide on the best delivery system - either through your local library, the SALS Bookmobile, or your local BOCES component school. You will receive books, assignments, and a monthly schedule. It is your responsibility to work on your assignments at home, keep track of your time on the Work-Time Record Sheet, and return all completed work according to your monthly schedule.

HOW DO I PICK UP AND RETURN MY PACKET OF MATERIALS?

Go to the librarian at the main desk in the library you have chosen and ask for your GRASP Home-Study packet. If you have a packet to return, hand it to the librarian at this time.

If you have chosen the Bookmobile, ask the clerk for your packet and make your return at the same time.

If your choice was the BOCES school delivery, go to the main office of the school. Ask the secretary where your packets are to be picked up and returned.

WHAT IF I HAVE A PROBLEM?

If you have questions about assignments or need extra help, return the pre-stamped postcard that is in your folder or call 793-7721, ext. 224. Explain what you need and your instructors will contact you.

WHAT IF I WANT TO TAKE THE GED (HIGH SCHOOL EQUIVALENCY) TEST?

The GED test is offered locally only two to three times a year. When your instructors feel that you are prepared, you will receive a practice test and a GED application. You must complete and return the application to your selected testing center. GRASP does not handle completed applications or the GED test. The results of your practice test will be sent to you by your instructors. In four to six weeks after you take the GED test, you will receive your test results and/or diploma directly from Albany.

WORK-TIME RECORD SHEET

BEST COPY AVAILABLE

NAME _____

Dates for month of: _____

Directions: Keep track of the amount of time you spend on EACH book or worksheet, every time you work. See sample.

THIS SHEET MUST BE RETURNED ON THIS DATE: _____

SAMPLE

Book Title and/or Worksheet Title:

Main Idea

List the dates and amount of time you worked on this assignment:

3/6 - 1 hr.
3/8 - 1/2 hr.
3/10 - 2 hr.
3/14 - 1 1/2 hr.

Total time worked: 5 hours

Date assignment completed 3/14

Book Title and/or Worksheet Title:

List the dates and amount of time you worked on this assignment:

Total time worked: _____

Date assignment completed _____

Book Title and/or Worksheet Title:

List the dates and amount of time you worked on this assignment:

Total time worked: _____

Date assignment completed _____

BOOK TITLE and/or Worksheet Title

List the dates and amount of time you worked on this assignment:

Total time worked: _____

Date assignment completed _____

BOOK TITLE and/or Worksheet Title

List the dates and amount of time you worked on this assignment:

Total time worked: _____

Date assignment completed _____

Book Title and/or Worksheet Title:

List the dates and amount of time you worked on this assignment:

Total Time worked: _____

Date assignment completed _____

Book Title and/or Worksheet Title:

List the dates and amount of time you worked on this assignment:

Total time worked: _____

Date assignment completed _____

Book Title and/or Worksheet Title:

List the dates and amount of time you worked on this assignment:

Total Time worked: _____

Date assignment completed _____

Book Title and/or Worksheet Title:

List the dates and amount of time you worked on this assignment:

Total time worked: _____

Date assignment completed _____

BEST COPY AVAILABLE

TITLE-AUTHOR SHEET

(Extra Reading Assignment)

Name John Doe

Book Title	Author	Date Completed
<u>House of Secrets</u>	<u>Caroline Farr</u>	<u>9/2/80</u>
<u>The Eagle Has Landed</u>	<u>Jack Higgins</u>	<u>9/18/80</u>
<u>Good Housekeeping, Oct.</u>	<u>—</u>	<u>10/1/80</u>
<u>The Whitetail Deer Guide</u>	<u>Ken Hauser</u>	<u>10/15/80</u>
<u>Newsweek (Oct. 20-26)</u>	<u>—</u>	<u>10/23/80</u>
SAMPLE		

Continue listing extra reading books on the back if it is necessary.
Return this sheet to your instructors at the conclusion of this program.

LABEL IDENTIFICATION

All assignments, both new and completed, are placed in a manila envelope. You RECEIVE this envelope with a white address label on the front of the envelope.

Sample

W-W-H-E BOCES HOME-STUDY PROGRAM	
Name	<u>John Doe</u>
Location	<u>Crandall Library</u>
Date	<u>June 9, 1982</u>

When you are RETURNING assignments, use the GREEN LABEL which was in the envelope. Place the green label on top of the white label on the front of the manila envelope.

Sample

W-W-H-E BOCES HOME-STUDY PROGRAM	
RETURN TO:	
CRANDALL LIBRARY	
Student's Name	<u>John Doe</u>
Date	<u>July 1, 1982</u>

The GREEN LABEL is the ONLY one which will get your materials back to the instructor.

BEST COPY AVAILABLE

SECTION II
STUDY HELPS

GUIDELINES FOR STUDYING

GETTING ORGANIZED

Plan a study center where all of your materials are safely together, and where you are comfortable - better away from TV, radio, and children! Have a dictionary available at your study center. Keep all Home-Study materials (assignments, corrections, etc.) in the folder provided.

SCHEDULING

A minimum of 6 hours of study a week is necessary to keep up with your work. You are expected to follow the monthly schedule of dates listed on your Work-Time Record sheet. If an emergency arises and you or someone chosen by you cannot make the scheduled pick-up and return, call 793-7721, ext. 224, or use a postcard to let us know. Since new assignments cannot be prepared until your work is returned, it is important that you follow the monthly schedule.

USING THE WORK-TIME RECORD SHEET

You will receive a new Work-Time Record sheet on the last delivery date of each month. This will list the pick-up and return dates for the next month. You may wish to copy these dates on the calendar which is at the end of your Handbook. EACH TIME YOU STUDY, list the exact title of the book or worksheet and the amount of time you spend on it. Every month you must return your Work-Time Record sheet on the date written in the upper right-hand corner so that your instructors can plan new assignments for you. A sample Work-Time Record sheet is included in your Handbook.

FOLLOWING DIRECTIONS ON ASSIGNMENT SHEETS

Each book or worksheet that you receive will include written directions, ALWAYS read the directions completely before you begin any work. Individual worksheets will include a variety of the following directions:

1. Whether to keep or return the book
2. Whether to write in the book or to use your own paper
3. Whether to complete the entire book before you make a return
4. Whether to return selected pages or worksheets as you progress through the book
5. Whether to correct your work or return it to the instructor for corrections
6. Whether the assignment sheet is to be kept or completed and returned

A sample assignment sheet is included in the Handbook. It is important that ALL directions are followed properly so that your time, as well as your instructors, is not wasted.

TITLE-AUTHOR SHEET

The purpose of the Title-Author sheet is to keep track of the extra reading which you do. This can include library books, content books, or magazines. Do NOT return this sheet every month. Keep it until it is full, or until your instructors ask that you return it. A sample Title-Author sheet is included in your Handbook.

MAKING CORRECTIONS

Most assignments have answer keys included. You are expected to correct your own work by using these keys. Do not work too far on an assignment before you stop to correct it. If you have a reading passage with questions, correct your work as soon as you have answered the questions.

You can learn from your mistakes. Re-read the passage and the questions you missed. Read all explanations given on the answer key. Try to see if you understand why you made mistakes. If you are still unsure of the work, you should let your instructors know.

In math, work should be corrected row by row, or at least by the page. If you can't understand a math process, check the directions and examples given. If the work is still unclear, notify your instructors. Do not continue.

If you are directed to correct your own work and you return it uncorrected, your instructors will send it back to you to be corrected. This holds up your work schedule and prevents us from preparing new assignments.

HANDBOOK

The student Handbook is included in your first packet. It contains all the information about Home-Study. Your first assignment is to read the Handbook complete, and then to fill in and return the assignment sheet. Keep the Handbook and refer to it whenever you have a question about Home-Study. If you can't find the information in the Handbook, then notify your instructors.

PACKETS

Students must pick-up and return all packets on the dates listed on the Work-Time Record sheet. Each packet contains a new green return label. Put your name on the label and always place the green label on the packet to be returned. (You will find an extra green label in the packet in case you lose one.) If you have any questions on labels, your Handbook includes a page on label identification.

NAME James H. Lee
DATE _____
CODE AB-R 10 hrs. F 5.0

ASSIGNMENT SHEET

Subject Reading

Name of Book Scott Foresman Adult Reading

Coping Book _____
People Book _____
Cultures Book _____
Messages Book E

Sample

Instructor _____

Assignment:

1. Carefully read each selection.
2. Answer all the questions following each selection.
3. Write all answers on the return answer sheet. DO NOT WRITE IN THE BOOK.
4. Circle the number or letter of each answer you miss.
5. Re-read each question you missed. It is often helpful to re-read the entire selection, if you miss more than two questions.
6. Return the worksheets as soon as you complete each one. You do not have to wait until all the pages are completed before you make a return. When you have completed the book and all worksheets, return the book.

NAME _____

DATE _____

CODE _____

1. Correct each reading unit as you finish it.
2. Circle any incorrect answer and write in the right answer.
3. Re-read each question you missed.
4. Add new words to your Personal Word List and any words you have misspelled to your Personal Spelling List.
5. Return these sheets as you finish them.
6. Return the book with the Last sheet.

Skill

Code	You Never Listen to Me!		
CE,D	1. _____	<i>Sample</i> CE,E	2. _____
	_____		_____
E,I	2. _____	D	3. _____
	_____		_____
CX	3. _____	CX	4. _____
	_____	CX	5. _____
E	4. _____	CX	6. _____
	_____	MI	7. _____
	_____		_____
D,E	5. _____	CX	8. _____
	_____	I,E	9. _____
I,E	6. _____		_____
	_____		_____
PN	7. _____	E,B	10. _____
B	8. _____		_____
	_____		_____
	9. _____		_____
	_____		_____
	_____		_____

GUIDELINES FOR USING PROGRAMMED MATERIALS

Programmed material consists of a series of very small steps through which you work your way--one step at a time. Each step, or frame, calls for a response, which requires both your attention and your thoughts. By following a programmed course, you will learn to think and to concentrate in a way that will be useful to you in all of your studies.

The idea behind programmed learning is to prevent mistakes before they happen. The steps are small and are arranged in a logical order so that you are likely to make very few errors. When an error does occur, you discover your mistake immediately and thus you go no further in the wrong direction. Because you are corrected before a wrong answer becomes established, you spend your time learning, rather than unlearning.

The most important feature of programmed learning is the process of reinforcement, or finding out immediately that you are right. The quicker and more often this happens the better you learn and the better your learning sticks. When you use a programmed book, you work at your own rate, which is important when you are studying at home.

HOW TO USE A PROGRAMMED TEXT:

Sample Frame

1. (Information) The material in any one frame is found between the two horizontal lines, and is numbered.

(Question) What is a frame?

(Answer) The information which is found between the two horizontal lines.

[Note: Answers may be found in different places, depending on the book you use.]

Step 1: Read the information in the frame.

- 2: Answer the question; this may be a written answer, or simply a thought-out one.
- 3: Check your answer.
- 4: If you are correct, go to the next frame.
- 5: If your answer is incorrect, read the frame again and find your mistake. When you determine the correct answer and understand your mistake, go to the next frame.

4. Look for clues to the general location of the information. If well acquainted with the structure or organization of the material---menus, timetables, and telephone directories---estimate at what place in the material the desired information would be given and look there first. Look to see if there is alphabetizing or some other standard.
5. Spot guide words and other clues. Numbers, names, dates, places, titles, might lead the reader to the specific information needed.
6. Read carefully. Once a clue word is found, pause and read carefully in order to find the required information.

Practice materials...dictionaries, TV listings in newspapers, and telephone directories.

SKIMMING:

The purpose of skimming may be to determine the main idea quickly, to gather a cluster of details rapidly, or to summarize the material.

Four steps in skimming for Main Ideas...

1. Preview the material. Note the title, subheadings, and words in italics.
2. Locate key sentences. Locate quickly the key or topic sentence in each paragraph, making use of essential words only. The key sentence is often the first one. Move rapidly from paragraph to paragraph.
3. Read key sentences carefully, observing the author's orderly train of thought.
4. Skip all details.

Practice materials...newspaper and magazine articles.

Three steps in skimming for a cluster of details...

1. Read at top speed and locate the pertinent phrase of the topic, skipping material not related to this phrase.
2. After locating pertinent phrase, gather all details and form a unit of thought.
3. Stop reading immediately upon acquiring the information about this phrase of the topic.

Practice materials...newspaper and magazine articles.

Five steps in skimming to summarize an article...

1. Preview article to gain a general impression of its contents.
2. Read introductory paragraph thoroughly to grasp the author's starting point.
3. Read quickly the first sentence of each paragraph in the article.
4. Note those sentences that have words printed in italics.

TECHNIQUES OF READING

Students need to know a variety of reading techniques: previewing, scanning, skimming, thorough reading, and studying.

PREVIEWING:

Previewing is frequently referred to as surveying, preliminary survey, and overview. Its purpose is to gain a general and overall idea of the material. The preview may tell the reader all he needs to know about the selection, or it may convince him he needs to read the entire article.

Four steps in previewing...

1. Note the title and author.
2. Read the section headings and subheadings.
3. Look at the pictures, drawings, charts, diagrams, maps, and other illustrations and read their captions.
4. Note the lengths of the paragraphs; try to estimate how much time would be required to read the article.

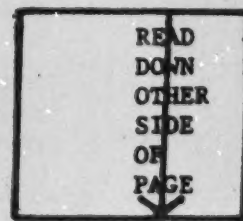
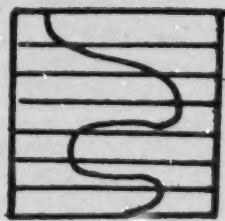
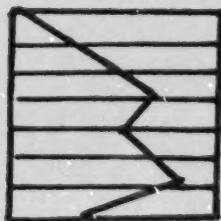
Practice materials...textbooks, encyclopedias, timetables, restaurant menus.

SCANNING:

Scanning is frequently referred to as one type of skimming.

Six steps in scanning...

1. Know exactly what information you are seeking.
2. Preview the selection to learn its organization if not acquainted with its structure.
3. Read the material quickly. Skim quickly in a zigzag, spiral, or vertical manner, reading down one side of the page (column-fashion) and then reading down the other side.



Many people find it helpful to use a pencil or their finger as a marker, moving it swiftly across the page in the ways shown above. The eyes then follow the moving object and do not linger unnecessarily over any particular word.

4. Solve the problem
5. Check your work to be sure it is accurate.
6. Reread the problem to be certain you really answered the question which was asked.

Example

John's salary was increased from \$80 to \$100 per week. What is the percent of increase in his salary?

1. The facts given are: an increase from \$80 to \$100 a week
2. The question is: What is the % of increase in salary?
3. What operation (s) to use: Subtraction to find the amount of increase.
Division to find the % of increase.

$ \begin{array}{r} \$100 \\ -\$80 \\ \hline \$20 \end{array} $	$ \begin{array}{r} 80 \overline{)20.00} \\ \underline{160} \\ 400 \\ \underline{400} \\ 0 \end{array} $
---	---

.25 = 25%

\$ 20 amount of increase

5. Check the subtraction and division for accuracy.
6. Check again what question was asked. Does the answer make sense?
John received a 25% increase in salary.

GENERAL READING HINTS:

Be prepared to slow down to a crawl, reading the tightly written pages word for word. Sociology, history, economics, political science, physics, and mathematics are often slow going for the most efficient reader.

Read definitions carefully, figure out what they mean, then rewrite the definition in your own words. Underline key words and phrases of definitions.

Break down scientific experiments into steps. Number each step. Then, close the book and write the steps in your own words.

Look up and write down words you don't understand. This is very important when you're studying material in which technical terms and symbols are used. In mathematics, for example, you'll come across words and symbols whose meanings you must know and remember. Write these and their meanings on file cards or in your notebook, to be committed to memory later.

Do outside reading. Look in the public library or bookmobile for books, pamphlets and magazine articles on the subject you are studying. To be sure a book will serve your purpose, read its table of contents. Reading other books and articles on the same subject can be of great help if you're having a hard time understanding a particular point. In other words, when you read other explanations it may all come clear to you.

5. Read the last or summary paragraph thoroughly to grasp the author's overview of what he has said.

Practice materials...magazine and newspaper articles, textbooks.

THOROUGH READING: FOLLOWING PRINTED DIRECTIONS:

Four steps in following printed directions...

1. Locate the directions.
2. Read once for an overall understanding. Read to gain a general understanding of the complete procedure; attempt to picture each step in proper order as well as the expected outcome of each step.
3. Reread while carrying out directions. Reread each step while carrying out exactly as directed. Go on to the next step only after the completion of the previous one.
4. Note exact specifications. If the directions give specific numbers always reread that item to be sure you understand the correct number.

Practice materials...labels on foods and medicine containers, folders accompanying home appliances concerning their assembly and repair, recipes.

REVIEWING:

The purpose of reviewing is to get a clearer grasp of the material you have read.

Five steps in reviewing...

1. Reread the first and last paragraphs.
2. Skim to get an overall view of the main points and their relationships.
3. Cover the selection and recall the main points.
4. Expose each main point and recall the subpoints listed under it.
5. If the reading is followed by set of questions, locate answers within the selection.

READING IN MATHEMATICS:

Reading in mathematics requires special consideration. All reading is a thought process. It is very important to know the vocabulary of mathematics. You must always be alert if you are to understand it. Exactness, orderliness and flexibility are necessary.

Six steps helpful when reading mathematics problems...

1. Read the problem to find what facts are given.
2. Reread to discover what question the problem wants you to answer.
3. Decide what operation (s) to use to answer the question.

MULTIPLE CHOICE QUESTIONS

Many exams and textbooks include multiple choice items. The following suggestions may be helpful to you in using this type of material.

1. You will have to select the best answer from several possible answers. The incorrect answers are often partly correct. This method is employed to make you think, and to choose only the best answer.
2. Read the question carefully, and reject answers that are clearly wrong.
3. You can usually be suspicious of statements with limiting words like: all, always, entirely, never, only, etc.
4. You may have to rely on information from previous study to help you. This knowledge might be enough to show that some of the choices are not correct. After eliminating such answers, think carefully about the remaining choices.
5. If the question is in the form of an incomplete statement, try to complete the statement before you look at the answers. If the way you have completed the statement agrees with any of the answers, it is likely to be the correct one.
6. Use your head. Often with a little thought, and the information that you have, you can reason out the answer.
7. Correct your work. Circle the wrong answer and put the correct answer beside it.
8. Re-read the question to see why the answer on the key was best. You may need to re-read the selection again. If you are still unable to understand your mistake, write a note to your teacher for further help.

SECTION III
EQUIVALENCY TESTING INFORMATION

TESTING CENTER INFORMATION

1. Check the map to find the place most convenient for you to test.
2. You may obtain testing dates, an application, and directions for mailing, from your instructors.
3. The applications are processed by the Centers in the order in which they are received. To be certain of testing on the date you wish, you should return the application at least one month in advance of your desired date.
4. There is a minimum two month interval before the applicant can re-test.

TESTING CENTERS



BEST COPY AVAILABLE

ELIGIBILITY REQUIREMENTS FOR THE HIGH
SCHOOL EQUIVALENCY DIPLOMA

In order to obtain a New York State High School
Equivalency Diploma, you must meet these three requirements:

1. RESIDENCE - You must have resided in New York
State for at least one month.
2. AGE - You must be 19 years of age or
over. You also qualify if you are
at least 17 years old and:
 - A. Have been out of a full-time high
school program for at least one
year or were a member of a high
school class that has graduated,
or
 - B. Are a resident of a narcotic
addiction control center, or
inmate of a correctional insti-
tution, or a patient in a hospital
in New York State and the head of
your institution certifies that
the diploma is an essential part
of your rehabilitation program.
3. EDUCATIONAL
DEVELOPMENT - You must obtain satisfactory
scores on the Tests of General
Educational Development (GED).
You also qualify if you have
successfully completed 24 college
credits or the equivalent as a
recognized candidate for a college-
level degree or certificate at an
approved institution.

NEW YORK STATE HIGH SCHOOL EQUIVALENCY TESTING (GED)

An adult who attains satisfactory scores on the High School Level Tests of General Educational Development is eligible to receive a New York State High School Equivalency Diploma. This Diploma is the legal equivalent of a diploma issued by a local school and, as such is of value to an adult who wishes to qualify for certain types of employment or for promotion in industry. The High School Equivalency Diploma also meets the minimum requirements for entrance into many colleges.

The New York State High School Equivalency Examination consists of five individual test booklets. They constitute a comprehensive examination designed to measure the educational development of adults who have not completed a formal high school course. The examination is usually administered over a two day period. All questions are multiple choice. These tests are given in the following subject matter fields:

TEST I-80 Questions-1 1/4 Hours

THE WRITING SKILLS TEST

Spelling, Punctuation,	
Capitalization	- 25%*
Grammar and Usage	- 30%
Dictation and Style	- 15%
Sentence Structure	- 15%
Logic and Organization	- 15%

TEST II-60 Questions-1 1/2 Hours

THE SOCIAL STUDIES TEST

Economics	- 20%
Geography	- 15%
Political Science	- 20%
History	- 25%
Behavioral Science	- 20%

TEST III-60 Questions-1 1/2 Hours

THE SCIENCE TEST

Biology	- 50%
Earth Science	- 20%
Chemistry	- 15%
Physics	- 15%

TEST IV-40 Questions-1 Hour

THE READING SKILLS TEST

Practical Reading	- 15%
General Reading	- 35%
Prose Literature	- 35%
Poetry	- 10%
Drama	- 5%

TEST V-50 Questions-1 1/2 Hours

THE MATHEMATICS TEST

Arithmetic	- 55%
Geometry	- 20%
Algebra	- 25%

* Percentages may vary slightly by Form

TEST TAKING INFORMATION FOR THE GED TEST

A. Filling out the New York State GED Test Application:

1. Print all information clearly. Use a pen.
2. If all information is not complete, the application will be returned to you. This may cause you to lose your testing space.
3. (a) On part two, if you are over nineteen, check only the YES box.

(b) If you are under nineteen, you must complete all blanks. Attach a letter signed by a school official on school letter-head stating the date you left school and the date your kindergarten class graduated.
4. (a) Under part three, check only the NO box if you have never tested.

(b) If you have taken the GED before, you must include either a copy of your official transcript or the detachable record found at the bottom of the transcript. If you do not have your transcript, call the B.O.C.E.S. office for information on how to get one. NOTE: Always keep your transcript until you pass the test.
5. Part four: You must include the location of the test center you wish, and the date. If you do not know the date, write "First Available Date."
6. The application must have your written signature and the current date.
7. You will not receive notification from the testing center until one week before the test. If you do not hear by the week of the test, call your testing center.
8. After the test, your marks will be mailed directly to you from the New York State Bureau of Testing. This may take six or more weeks.

B. Before the Exam:

1. Know well ahead of time the location and exact time of your test.
2. Plan to arrive at least fifteen minutes before the beginning of your test.
3. Bring two sharpened number 2 lead pencils and an eraser.
4. Bring proof of identity and of having reached any minimum age required (see eligibility requirements).
5. Bring the examination admission notice, which was sent to you by the testing center.

C. During the Exam:

1. Listen carefully to all oral instructions. If you do not understand any part of these instructions, ask for help.
2. Read all directions thoroughly before doing any work. Within the test there will be many different parts; note carefully the directions for each part.
3. Before marking the answer sheet, it is very important to check to make sure that the number of the test question matches the number on the answer sheet.
4. To use your time most efficiently, answer the easiest questions first. Then go back to the more difficult ones. When you leave a question unanswered, remember that you must leave the corresponding number on the answer sheet blank.
5. Mark all answers on the answer sheet, using a heavy black mark between the spaces. Do not make any stray marks on the answer sheet. Do not mark more than one answer for each question.
6. If you wish to change an answer, be sure to erase your first answer completely.
7. Make sure that you do not leave any questions unanswered. If you do not know an answer, guess. On the High School Equivalency Exam, all blank answers are considered wrong.
8. Read and study carefully the directions on the back of the sample high school equivalency answer sheet.

MEMO TO ALL STUDENTS: To help you better understand the scoring of high school equivalency diploma testing...

Score requirements for the New York State High School Equivalency Diploma are

BOTH

1. a standard score of 35 or more on each of the 5 tests

AND

2. a total standard score of 225 or more on all 5 tests

If scores on a retesting do not meet these requirements, previous scores will be examined. The highest score obtained on each part of the examination will then be used as a basis for determining eligibility for the diploma (reevaluation). A different test form is used each time a person retests.

We have discovered that some of you have had difficulty in understanding the scoring methods used when you have taken the tests more than once.

The following is an example of the scores received by a student who took the GED three times, in June (Form EE), in Sept. (Form AA) and Nov. (Form L). (Each test form has a different letter identification. You must be given a different form each time you test.)

Test No.	June		Sept.		Nov. (reevaluation)	
	Form	Score	Form	Score	Form	Score
1	EE	43	AA	36	EE	43
2	EE	43	AA	46	L	47
3	EE	44	AA	45	AA	45
4	EE	37	AA	43	L	46
5	EE	46	AA	38	EE	46
Total		213		208		227

Using the highest scores from each of the tests taken in June and September, it was not possible to obtain a total of 225 points (a passing score). Therefore, the scores shown from June and Sept. are the actual test scores. After the student took the Nov. tests, he was able to accumulate a passing total of 227. The Nov. column represents the highest score in each test received in the three times testing was taken.

For example, on Test No. 1 in June, the score was 43. In Sept., the score dropped to 36. In the Nov. reevaluation, the June score was used.

Looking at Test No. 2, the scores went up each time, so the Nov. test score was used.

By taking all five parts of the GED each time, it is possible to accumulate a passing total even though your scores may change from test to test.

NEW YORK STATE HIGH SCHOOL EQUIVALENCY PROGRAM
APPLICATION
FOR

HIGH SCHOOL EQUIVALENCY DIPLOMA AND GED TESTING

Read the information on the reverse side before completing this application.

PRINT all requested information in the spaces provided.

1)	NAME				Check one box:		Age
		(LAST)	(FIRST)	(MIDDLE)	Male ☐	Female ☐	
	ADDRESS				Date of Birth		
		(NUMBER)	(STREET)	(APT. #)	Month	Day	Year
		(CITY)	(STATE)	(ZIP CODE)	Telephone Number		
					(Area Code)	(Number)	

2) Are you nineteen years of age or older? ☐ YES If YES, go to number 3.
☐ NO If NO, you must complete the following:

Name of high school you last attended as a full-time student _____

Address of your former high school _____

(STREET) (CITY) (STATE) (ZIP CODE)

When did you officially leave high school? ____/____/____ MO. DAY YEAR

When did your high school class graduate? ____/____/____ MO. DAY YEAR

If you are attaching a letter from a college admissions officer or a recruiting officer for the armed forces, check this box. _____ ☐

3) Have you tested previously for the High School Equivalency Diploma? { ☐ NO If No, go to number 4.
☐ YES If YES, you must complete the following:

Enter the exact date you last wrote the GED tests / / AND attach to
 MO. DAY YEAR

this application a copy (not the original) of your transcript, or the detachable RECORD OF GED TEST FORMS TAKEN, found at the bottom of some transcripts.

If you have previously tested for the High School Equivalency Diploma, you must:

- (a) take a different form of the examination each time you test, and
- (b) wait a minimum of two months before testing again.

4) Check the official Testing Schedule and enter the name of the test center where you want to be tested and the test date your prefer:

TEST CENTER _____	TEST DATE REQUESTED _____
You will be tested on the date requested, if possible. About 5 days before the tests are administered, the center will notify you of the time and place to appear for testing. If you cannot take the examination at that time, notify the testing center immediately and you will be rescheduled. If you do not appear for the testing and do not notify the testing center, your application will be cancelled. Then in order to be scheduled for another testing, you will have to submit a new application.	

5) I do hereby certify, subject to the penalty for perjury, that the information given on this form and on any attachments is true to the best of my knowledge and belief.

SIGNATURE _____ DATE _____

MAIL THE COMPLETED APPLICATION AND ANY REQUIRED ATTACHMENTS TO THE TESTING CENTER WHERE YOU WANT TO BE TESTED.

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Division of Educational Testing
High School Equivalency Program
Albany, New York 12234

I. Eligibility Requirements

You are eligible to apply for the New York State High School Equivalency Diploma and to write the Tests of General Educational Development (GED) at a New York State test center if you have lived in New York State for at least one month and are:

- (a) 19 years of age or older, or
- (b) 17 or 18 years of age and
 - (1) have been out of a full-time high school program for at least one year, or
 - (2) were a member of a high school class that has graduated.

To receive the New York State High School Equivalency Diploma you must pass the GED test with a total score of at least 225 and a score on each of the five tests of at least 35. If you have passing scores on the GED tests taken out-of-state or in the armed forces, or if you have earned at least 24 college credits as a recognized candidate for a degree or certificate at an approved institution and are otherwise eligible, you may not need further examination. Instead, you should request information on how to apply for the New York State High School Equivalency Diploma from the High School Equivalency Program Office at the address above.

If you need GED scores for admission to a school or college or to the armed forces but do not meet the age requirements above, you may take the examination now. If you obtain satisfactory scores, the diploma will be automatically issued when you are eligible. You must attach to your application a letter from the admissions or recruiting officer requesting your scores. Submission of this letter will indicate your approval for us to release your scores.

II. How to Apply for GED Testing and the New York State High School Equivalency Diploma

- 1. Check the Eligibility Requirements above to be sure you are eligible.
- 2. Fill out the application on the reverse side.
- 3. Mail the completed application and any required attachments to the TESTING CENTER WHERE YOU WANT TO BE TESTED or take it there in person.
- 4. About five days before the testing dates, the center will notify you of the time and place to appear for testing. If you cannot take the examination on the dates given, notify the testing center; otherwise, your application will be cancelled.
- 5. When you go to the testing center, you should take with you at least two No. 2 pencils, proof of identity and proof of age. Your fingerprints will be taken during each test session.
- 6. You will be sent a report of your scores in about four to six weeks. If you obtain satisfactory scores and meet all eligibility requirements, you will be sent the New York State High School Equivalency Diploma.

III. General Information

You can take the Tests of General Educational Development in any one of over 70 testing centers located throughout New York State. Some testing centers administer the examination every month; others, only a few times a year. The Testing Schedule, published each year, gives the address of each test center and the dates on which the tests are to be given.

There are no fees for the services provided by the New York State High School Equivalency Program. You may take the examination and request transcripts of scores without cost. You can arrange to take a Spanish-language examination instead of the English-language examination by writing to the High School Equivalency Program Office at the address above for a special Spanish application. Should you fail the examination, you can retest on a different form of the examination in two months.

The Information Brochure contains important information you will need about the program and about the content of the examination. Copies of the Information Brochure and the Testing Schedule are available in most high schools and public libraries. To obtain free copies, send your request by letter or postcard to the High School Equivalency Program Office at the address above.

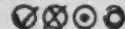
NEW YORK STATE HIGH SCHOOL EQUIVALENCY EXAMINATION

- This form will be "read" by machine. To insure proper processing, you must take great care in completing it.
- Use only a Number 2 or softer pencil. Do NOT use a pen.
- Fill in appropriate circles completely with heavy black marks.
- Erase errors completely. Do not make stray marks on this form.

CORRECT
MARKING



INCORRECT
MARKING



NAME: Start at the left margin of each section. Print as much of your name as possible in the boxes provided, one letter in each box. *Omit spaces, hyphens, apostrophes, Jr., etc.* Do not go beyond the boxes provided, even if you cannot fit all of the information in those boxes. If there are more boxes than needed, leave them blank.

EXAMPLE: A candidate whose name is Christopher M. De Sales, Jr. should fill in the name grid as follows:

LAST NAME (Print)										FIRST NAME										MI
D	E	S	A	L	E	S				C	H	R	I	S	T	O	P	M		

- In the column below each letter you have printed, locate the circle with that letter in it and darken it completely.
- If a box is blank, do not blacken any circle in the column below that box.

Sample

LAST NAME (Print)										FIRST NAME										MI
S	M	I	T	H						J	A	V	E					L		
A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A		
B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B		
C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C		
D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D		
E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E		
F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F		
G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G		
H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		
I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I		
J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J		
K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K		
L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L		
M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M		
N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N		
O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O		
P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P		
Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q		
R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R		
S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S		
T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T		
U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U		
V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V		
W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W		
X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		
Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z		

DO NOT WRITE OUTSIDE THIS BOXED IN AREA.

Glens Falls, New York
NAME OF THIS CITY

Glens Falls Testing Center
NAME OF THIS TEST CENTER

Jane Smith
SIGNATURE

Enter your DATE OF BIRTH and TODAY'S DATE in the spaces provided below, then darken the appropriate circle below each entry.

DATE OF BIRTH		
MONTH	DAY	YEAR
<u>April</u>	<u>3</u>	<u>60</u>
JAN ☐	0 ☐	0 ☐
FEB ☐	1 ☐	1 ☐
MAR ☐	2 ☐	2 ☐
APR ☒	3 ☐	3 ☐
MAY ☐	4 ☐	4 ☐
JUN ☐	5 ☐	5 ☐
JUL ☐	6 ☐	6 ☐
AUG ☐	7 ☐	7 ☐
SEP ☐	8 ☐	8 ☐
OCT ☐	9 ☐	9 ☐
NOV ☐		
DEC ☐		

TODAY'S DATE		
MONTH	DAY	YEAR
<u>Sept.</u>	<u>24</u>	<u>1962</u>
JAN ☐	0 ☐	1961 ☐
FEB ☐	1 ☐	1962 ☒
MAR ☐	2 ☐	1963 ☐
APR ☐	3 ☐	1964 ☐
MAY ☐	4 ☐	
JUN ☐	5 ☐	
JUL ☐	6 ☐	
AUG ☐	7 ☐	
SEP ☒	8 ☐	
OCT ☐	9 ☐	
NOV ☐		
DEC ☐		

MAKE NO MARKS IN THIS AREA

MAKE NO MARKS IN THIS AREA

BEST COPY AVAILABLE

CENTER NUMBER		CANDIDATE NUMBER			
08	1234				
0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

DO NOT
WRITE
IN
THIS
SPACE

TEST 1—WRITING SKILLS

1	1	2	3	4	5	17	1	2	3	4	5	33	1	2	3	4	5	49	1	2	3	4	5	65	1	2	3	4	5
2	1	2	3	4	5	18	1	2	3	4	5	34	1	2	3	4	5	50	1	2	3	4	5	66	1	2	3	4	5
3	1	2	3	4	5	19	1	2	3	4	5	35	1	2	3	4	5	51	1	2	3	4	5	67	1	2	3	4	5
4	1	2	3	4	5	20	1	2	3	4	5	36	1	2	3	4	5	52	1	2	3	4	5	68	1	2	3	4	5
5	1	2	3	4	5	21	1	2	3	4	5	37	1	2	3	4	5	53	1	2	3	4	5	69	1	2	3	4	5
6	1	2	3	4	5	22	1	2	3	4	5	38	1	2	3	4	5	54	1	2	3	4	5	70	1	2	3	4	5
7	1	2	3	4	5	23	1	2	3	4	5	39	1	2	3	4	5	55	1	2	3	4	5	71	1	2	3	4	5
8	1	2	3	4	5	24	1	2	3	4	5	40	1	2	3	4	5	56	1	2	3	4	5	72	1	2	3	4	5
9	1	2	3	4	5	25	1	2	3	4	5	41	1	2	3	4	5	57	1	2	3	4	5	73	1	2	3	4	5
10	1	2	3	4	5	26	1	2	3	4	5	42	1	2	3	4	5	58	1	2	3	4	5	74	1	2	3	4	5
11	1	2	3	4	5	27	1	2	3	4	5	43	1	2	3	4	5	59	1	2	3	4	5	75	1	2	3	4	5
12	1	2	3	4	5	28	1	2	3	4	5	44	1	2	3	4	5	60	1	2	3	4	5	76	1	2	3	4	5
13	1	2	3	4	5	29	1	2	3	4	5	45	1	2	3	4	5	61	1	2	3	4	5	77	1	2	3	4	5
14	1	2	3	4	5	30	1	2	3	4	5	46	1	2	3	4	5	62	1	2	3	4	5	78	1	2	3	4	5
15	1	2	3	4	5	31	1	2	3	4	5	47	1	2	3	4	5	63	1	2	3	4	5	79	1	2	3	4	5
16	1	2	3	4	5	32	1	2	3	4	5	48	1	2	3	4	5	64	1	2	3	4	5	80	1	2	3	4	5

TEST 2—SOCIAL STUDIES

1	1	2	3	4	5	13	1	2	3	4	5	25	1	2	3	4	5	37	1	2	3	4	5	49	1	2	3	4	5
2	1	2	3	4	5	14	1	2	3	4	5	26	1	2	3	4	5	38	1	2	3	4	5	50	1	2	3	4	5
3	1	2	3	4	5	15	1	2	3	4	5	27	1	2	3	4	5	39	1	2	3	4	5	51	1	2	3	4	5
4	1	2	3	4	5	16	1	2	3	4	5	28	1	2	3	4	5	40	1	2	3	4	5	52	1	2	3	4	5
5	1	2	3	4	5	17	1	2	3	4	5	29	1	2	3	4	5	41	1	2	3	4	5	53	1	2	3	4	5
6	1	2	3	4	5	18	1	2	3	4	5	30	1	2	3	4	5	42	1	2	3	4	5	54	1	2	3	4	5
7	1	2	3	4	5	19	1	2	3	4	5	31	1	2	3	4	5	43	1	2	3	4	5	55	1	2	3	4	5
8	1	2	3	4	5	20	1	2	3	4	5	32	1	2	3	4	5	44	1	2	3	4	5	56	1	2	3	4	5
9	1	2	3	4	5	21	1	2	3	4	5	33	1	2	3	4	5	45	1	2	3	4	5	57	1	2	3	4	5
10	1	2	3	4	5	22	1	2	3	4	5	34	1	2	3	4	5	46	1	2	3	4	5	58	1	2	3	4	5
11	1	2	3	4	5	23	1	2	3	4	5	35	1	2	3	4	5	47	1	2	3	4	5	59	1	2	3	4	5
12	1	2	3	4	5	24	1	2	3	4	5	36	1	2	3	4	5	48	1	2	3	4	5	60	1	2	3	4	5

TEST FORM		
ENGLISH		SPANISH
MO		
MA ☐	MK ☐	SF ☐
MB ☐	ML ☐	SG ☐
MC ☐	MN ☐	SH ☐
MD ☐	MO ☒	SJ ☐
ME ☐	MP ☐	SK ☐
MF ☐	MQ ☐	SL ☐
MG ☐	MR ☐	SM ☐
MH ☐	MS ☐	SN ☐
MI ☐	MT ☐	SO ☐

SECTION V

LETTERS



CAROL E. BARTLETT, COORDINATOR
Regional Continuing Education

B.O.C.E.S. of Washington-Warren-Hamilton-Essex Counties

Southern Adirondack Educational Center
Dix Avenue, Hudson Falls, New York 12839
(518) 793-7721, Ext. 224

GRASP

Coordinator - Carol E. Bartlett

Date _____

Dear _____:

The Home-Study Program operates on a regular schedule of deliveries and returns through your local library system. You have not followed the schedule by making the necessary returns. Since we have a waiting list of interested people, it is necessary at this time to drop you from our program.

If you are interested in continuing in Adult Education classes, you may contact the B.O.C.E.S. Continuing Education Office at 793-7721, Ext. 224, for further information.

GRASP STAFF

3/85

BEST COPY AVAILABLE

NAME _____ DATE _____

ADDRESS _____

_____ I AM interested in GRASP Home-Study.

_____ I am NOT interested in GRASP Home-Study.

I understand that I am required to make assignment pick-ups
and deliveries every two weeks at

(Write in Library name or Bookmobile stop)

My first pick-up date is _____

B.O.C.E.S. of Washington-Warren-Hamilton-Essex Counties

Southern Adirondack Educational Center
Dix Avenue, Hudson Falls, New York 12839
(518) 793-7721, Ext. 224



GRASP...A Federally Funded BOCES Project

Coordinator - Carol E. Bartlett

Staff

- Sharon Conrick
- Lynda Jones
- Suzanne Merrill

Date _____

Name _____

We are concerned because we have not received your last scheduled Bookmobile/Library returns. In order to keep on our schedule, it is important that your assignment returns and pick-ups be made every two weeks. Your next pick-up date is _____.

Sometimes directions are confusing or misunderstood. Please read the statements on the enclosed postcard and check those statements which apply to you. We want you to return the postcard immediately, so that we can help you get back on schedule. If the postcard is not returned within one week, you will be dropped from the Home-Study Program.

GRASP STAFF

9/83

NAME _____ DATE _____

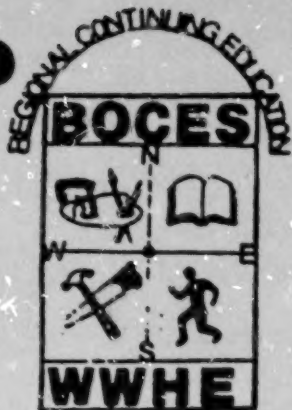
Fill out number 1 and 2 or number 3.

1. I have not picked up or returned my GRASP Home-Study packets because _____

2. I understand that I must make a return every 2 weeks. I will return work to the library on _____

3. I no longer wish to be in Home-Study and I will return all my materials by _____

Southern Adirondack Educational Center
Dix Avenue, Hudson Falls, New York 12839
(518) 793-7721, Ext. 224



GRASP

Coordinator - Carol E. Bartlett

Staff - Sharon Conrick
- Dale Ross

Date _____

Dear _____,

You have been working in the Home-Study Program for several months. It is now necessary for those students who have not taken the GED test to be re-evaluated. This is done by a screening test similar to the one you took to enter Home-Study.

In order for you to be considered for re-enrollment in Home-Study, you need to attend a re-screening which has been scheduled to be held at WWHE-BOCES.

Based on your new marks, we will then determine which options are best for you. These could include Literacy Volunteers or attendance at on-site ABE/GED classes, rather than Home-Study.

Because there is a waiting list of students who wish to enter Home-Study, you will automatically be dropped from the program if you do not attend the rescreening or notify us so we can re-schedule you.

The screening will be held at the BOCES Southern Adirondack Education Center on Dix Avenue _____ at

Building _____ Room _____.

Sincerely,

GRASP STAFF

jg

2/85



CAROL E. BARTLETT, COORDINATOR
Regional Continuing Education

B.O.C.E.S. of Washington-Warren-Hamilton-Essex Counties

Southern Adirondack Educational Center
Dix Avenue, Hudson Falls, New York 12839
(518) 793-7721, Ext. 224

GRASP

Coordinator - Carol E. Bartlett

Dear _____:

Enclosed you will find an application for the Glens Falls GED Test, to be given on _____, at the Glens Falls Senior High School located at the corner of Sherman Avenue and Quade Street. This application will not be accepted by the Testing Center unless ALL information is accurately filled in and you have written your signature at the bottom.

The completed application is to be mailed to:

Carol E. Bartlett
W-W-H-E B.O.C.E.S.
Dix Avenue
Hudson Falls, New York 12839

This form should be returned by _____.

We recommend that you read Section III of your Handbook, which includes all necessary information on the application and the testing procedure.

Please fill out and return the enclosed post card so that we can plan your future packets.

Sincerely,

GRASP STAFF

Enclosures - 2

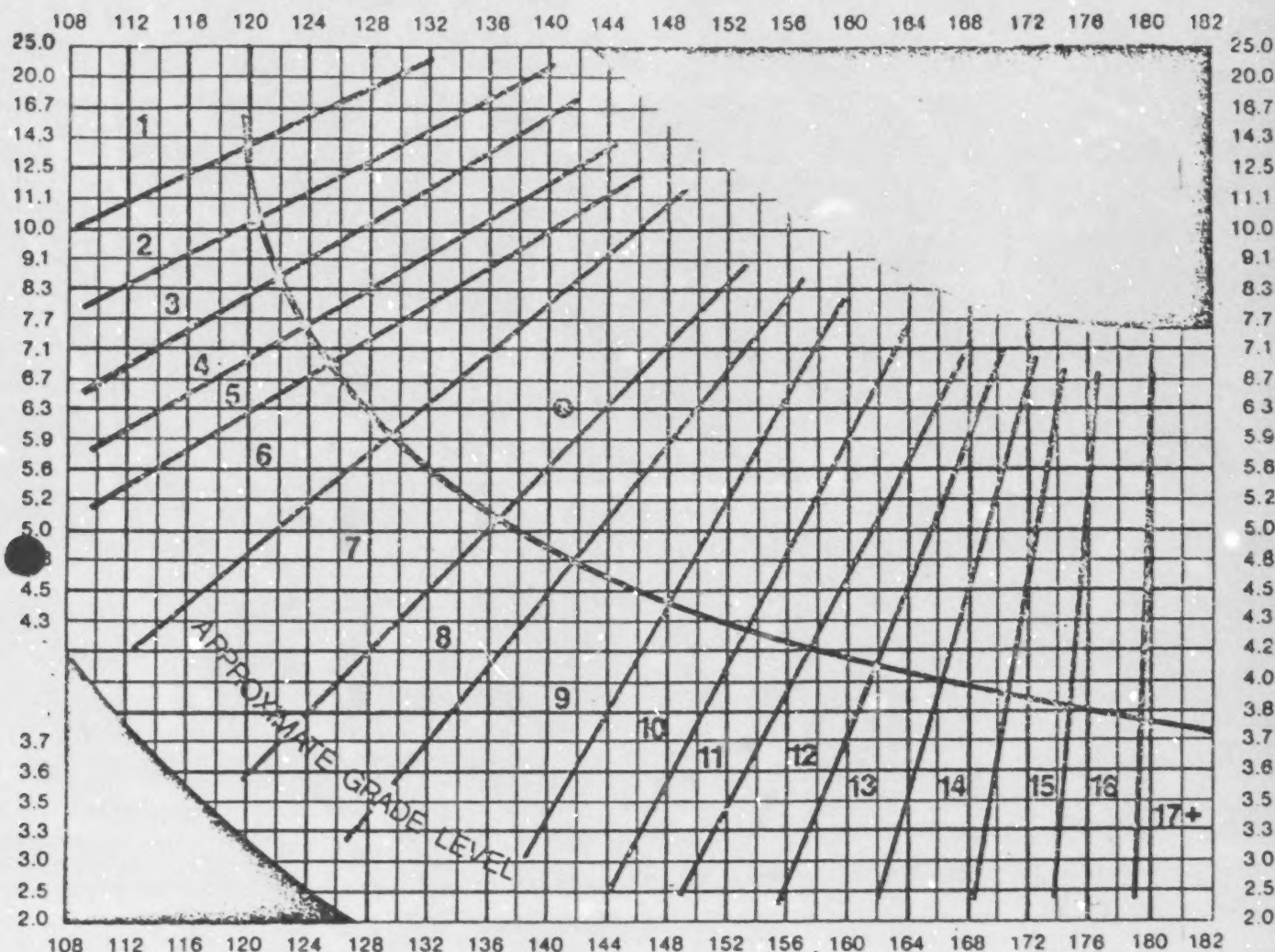
SECTION VI

ASSIGNMENTS

GRAPH FOR ESTIMATING READABILITY — EXTENDED

by Edward Fry, Rutgers University Reading Center, New Brunswick, N.J. 08904

Average number of syllables per 100 words



DIRECTIONS: Randomly select 3 one hundred word passages from a book or an article. Plot average number of syllables and average number of sentences per 100 words on graph to determine the grade level of the material. Choose more passages per book if great variability is observed and conclude that the book has uneven readability. Few books will fall in gray area but when they do grade level scores are invalid.

Count proper nouns, numerals and initializations as words. Count a syllable for each symbol. For example, "1945" is 1 word and 4 syllables and "IRA" is 1 word and 3 syllables.

EXAMPLE:

	SYLLABLES	SENTENCES
1st Hundred Words	124	6.6
2nd Hundred Words	141	5.5
3rd Hundred Words	158	6.8
AVERAGE	141	6.3

READABILITY 7th GRADE (see dot plotted on graph)

ASSIGNMENTS

This section contains copies of all of the assignments which are used in GRASP. We use the following format:

1. The student assignment sheets contain a complete list of materials used, organized by subject matter and level of difficulty. By using one student assignment sheet, all staff members are aware of the progress of the student in each subject area. This facilitates transition of the student from one level to another and minimizes record keeping.
2. The directions for each assignment have an estimated Fry readability level. (The reading level of each assignment should be compatible with the reading level of the book.) We recommend that instructors in a packaged, non-teacher directed program, where assignment material's reading level is critical to student's success, be aware of each publication's readability level. Poorly handled assignments and/or student drop-out may be the result of directions too difficult for student's reading level or publications incorrectly chosen. We suggest that instructors purchase and use a Fry Readability Scale, sold by Jamestown Publishers.
3. Assignments are color-coded as follows:
 - White - reading
 - Yellow - math
 - Green - science
 - Pink - social studies
 - Blue - English
4. Each assignment sheet contains a code line for staff's use. The first letters identify ABE or GED materials. The next letters indicate subject matter, followed by the estimated number of hours the assignment should take. This is to help the instructor determine the amount of work that a student has at any one time. The final letter indicates the assignment sheet's Fry readability level.
e.g. - ABR - 10 hrs. - F-5.0
5. Assignments may be written in two ways - for books which are to be consumed and for books which must be returned. This is a staff decision based on subject matter (math and map skills books should be consumed), cost of the book, and the book's format.
6. The Work-Time Record Sheet is used to:
 - a. Inform the student of his monthly pick up and return dates
 - b. Help staff evaluate on a monthly basis the student's work and the number of hours spent on each assignment
 - c. Provide a record of student contact hours
 - d. Determine new assignments

***The current GRASP bibliography is at the end of this section.

NAME _____ READING _____ MATH _____ ENTRY DATE _____

READING

<u>Title of Book</u>	<u>Date Sent</u>	<u>Returned</u>	<u>Scores</u>	<u>Hours</u>
GRASP Handbook (2)	_____	_____	_____	_____
GED Official Half Test Fm.A _____ Fm.B _____ (3)	_____	_____	_____	_____
Steck-Vaughn Achievements in Reading (10)	_____	_____	_____	_____
Steck-Vaughn Discoveries in Reading (10)	_____	_____	_____	_____
Reading 2600 (10) _____ Reading 2800 (10) _____	_____	_____	_____	_____
Scott Foresman (10) People _____	_____	_____	_____	_____
Coping _____	_____	_____	_____	_____
Messages _____	_____	_____	_____	_____
Cultures _____	_____	_____	_____	_____
Jamestown Essential Skills (8) _____	_____	_____	_____	_____
Jamestown Comprehension Skills (4) Inference	_____	_____	_____	_____
Understanding the Main Idea	_____	_____	_____	_____
Making a Judgment	_____	_____	_____	_____
Understanding Characters	_____	_____	_____	_____
Drawing a Conclusion	_____	_____	_____	_____
Recognizing Tone	_____	_____	_____	_____
Apprec. of Literary Forms	_____	_____	_____	_____
Isolating Details/Recalling Facts	_____	_____	_____	_____
Practical Arts	_____	_____	_____	_____
Vocabulary	_____	_____	_____	_____
Other _____	_____	_____	_____	_____
GRASP-E Test (2)	_____	_____	_____	_____
Cambridge: The Reading Skills Test (12)	_____	_____	_____	_____
Cambridge Exercise Book for Reading (8)	_____	_____	_____	_____
McGraw-Hill GED Reading Skills Test (12)	_____	_____	_____	_____
Other _____	_____	_____	_____	_____

SCIENCE

Jamestown Reading the Content Field (4)	_____	_____	_____	_____
Steck-Vaughn Basic Science for Living (8) Bk.I	_____	_____	_____	_____
Book II	_____	_____	_____	_____
GRASP Science Test (2)	_____	_____	_____	_____
Cambridge: The GED Science Test (12)	_____	_____	_____	_____
McGraw-Hill GED Science Test (12)	_____	_____	_____	_____
Other _____	_____	_____	_____	_____

MATHEMATICS

Date sent _____ Returned _____ Scores _____ Hours _____

Steck-Vaughn: Basic Essen. of Math Part I (15)
(2) Part I Mastery Test

Basic Essentials of Math Part II (15)
Part II Mastery Test (2)

Steck-Vaughn (5) #5500 Whole Numbers
#6600 Common Fractions
#7700 Decimals, Percents...

Continental Press Dittoes (1 hr.@) Fractions _____
Decimals _____
Percents _____

Jamestown Reading the Cont. Fields: Middle _____
(4) Advanced _____

Other _____

Other _____

SOCIAL STUDIES

Reading 2700 (6)
Continental Press: Map Skills (5)

Xerox: Using Table and Graphs (5) 5 _____ 6 _____
SKILLS Booklet (2)

Steck-Vaughn: Our Nation's Story (10) Part I
Part II

Jamestown: Content Field (4) Mid _____ Adv _____

GRASP Social Studies Test (2)

Cambridge: GED Social Studies Test (12)

Other _____

ENGLISH

Steck-Vaughn (3) #720 _____ #940 _____
#610 _____ #830 _____

Jamestown: Reading the Content Field (4) M. A.
A Skill at a Time 5 _____ 8 _____ 9 _____

Continental Press: Mastering the Sentence (6)
Master. Capitalization & Punctuation
Mastering Good Usage

Systems 3: Literature (20)

Contemporary: GED Test I Writing Skills (12)

Cambridge: The GED Writing Skills Test (12)
GED Exercise Book (8)

Other _____

Lab: GRAMMAR (3) Nouns _____ Verbs _____ Sentences _____

Adj/Adv _____ Subj/Pred _____ Obj/Comp _____

Reading Skills

Answer sheets to People, Messages, Coping and Cultures have columns labeled Skill Code. These letters stand for the reading skills explained below. Notice them as you correct your work.

Major Skills

- I. Relationships - how one thing, person, event affects another
 - CE - Cause-Effect is used to explain why something happens in a story. One thing happens (the cause) which makes something else happen (the effect).
 - CL - Classification or Comparison/Contrast shows how people, places or things are alike or different.
 - O - Opposites are words which do not mean the same thing. Example: hot-cold. They are also known as antonyms.
 - PL - Place-where things are found in relation to other things.
 - PW - Part-Whole. Bits of information are put together to form a main idea.
 - S - Sequence is the order in which things happen.
 - SZ - Size-how big or important one thing is in relation to another.
 - T - Time-when things happen.
- II. Inference or Drawing Conclusions. The writer leaves clues for the reader. The reader must not "jump to conclusions" but try to figure out what the writer suggests.
- III. Main Idea - the most important idea in a paragraph or story.
- IV. Evaluation - the reader must react to the writer's ideas.

Supporting Skills

- B - Bias-the writer tries to make the reader agree with his/her opinions.
- CH - Charts-pictures which show information.
- CO - Connotations-using words which arouse certain feelings.
- CX - Context-the "neighborhood" in which an unknown word appears. The context often gives the reader a clue as to what the unknown word means.
- C - Contractions-two words joined with an apostrophe to stand for the missing letters (I'll).
- D - Details-the less important facts which help make up the main idea.
- DG - Diagrams-labeled pictures
- FO - Fact/Opinion. A fact can be checked or proven for its truth. An opinion is based on feelings. It can't be proven. Don't take a writer's opinion as fact. Learn to tell the difference.
- FC - Feelings of characters-suggested by how the people and their actions are described.
- F - Figurative Language-words are not to be taken literally (only for what they say). They combine to form a picture in the reader's mind. Example: He's a chip off the old block.
- G - Graphs-circle, bar or line graphs, picture information.
- M - Maps
- PV - Point of View-through whose eyes the story is told
- PN - Pronouns-knowing which people the pronouns he, she, we, they, etc., refer to.
- PR - Propaganda-information which tries to convince the reader to think the way the writer thinks.
- P - Punctuation - how periods, question marks, or exclamation points show meaning
- SP - Story Problem - the struggle or conflict which is shown in the story.

Some of these skills are so important that you will have books with these words as the titles (e.g. Drawing Conclusions). Learn what the skill is before trying to master it.

NAME _____

DATE _____

CODE AB-R 10 hrs. F 5.0

ASSIGNMENT SHEET

Subject Reading

Name of Book Scott Foresman Adult Reading

Coping Book _____
People Book _____
Cultures Book _____
Messages Book _____

Instructor _____

Assignment:

1. Carefully read each selection.
2. Answer all the questions following each selection.
3. Write all answers on the return answer sheet.
DO NOT WRITE IN THE BOOK.
4. Circle the number or letter of each answer you miss.
5. Re-read each question you missed. It is often helpful to re-read the entire selection, if you miss more than two questions.
6. Return the worksheets as soon as you complete each one. You do not have to wait until all the pages are completed before you make a return. When you have completed the book and all worksheets, return the book.

NAME _____

DATE _____

CODE _____

DO NOT WRITE IN THE BOOK

1. Correct each reading unit as you finish it.
2. Circle any incorrect answer and write in the right answer.
3. Re-read each question you missed.
4. Add new words to your Personal Word List and any words you have misspelled to your Personal Spelling List.
5. Return these sheets as you finish them.
6. Return the book with the Last sheet.

Skill Moving In (pages 4-6)
Code

I,FC

2. _____

CX 1. _____

I,CE 2. _____

S

3. _____

CE 3. _____

PV 4. _____

I

4. _____

FC 5. _____

I,FC 6. _____

CE,I

5. _____

MI 7. _____

MI

6. _____

We Were Cheated (pages 7-9)

PN 1. _____

CL

1. _____

I 2. _____

CX 3. _____

PN

2. _____

I,FC 4. _____

I

3. _____

I,O 5. _____

I

4. _____

D 6. _____

CX

5. _____

MI 7. _____

MI

6. _____

Nostos (pages 10-13)

PV,I 1. _____

CONT.

6. _____

7. _____
8. _____

F, CX

ASSIGNMENT SHEETSubject: ReadingBook: Essential Skills Book Number _____

Instructor: _____

ASSIGNMENT:

1. Read pages 10 and 11 before you begin.
2. DO NOT WRITE IN THIS BOOK.
3. Read each passage carefully.
4. Put your answers on the back of this sheet.
5. Correct each passage as soon as you finish. Use the key on page 65.
6. Circle each incorrect answer and write the correct answer beside it.
7. Re-read any question you missed.
8. You may need to read the story again to see why and where you were wrong.
9. When the book is finished and the worksheet is corrected and totaled, return both to your teacher.

1. Correct each practice exercise as you finish it.
2. Circle any incorrect answer and write in the correct answer. Add your totals.
3. Re-read any question you've missed.
4. Add new words to your Personal Word List.

	Subject Matter	Main Idea	Supporting Details	Conclusions	Clarifying Devices	Vocabulary	Total Correct
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
11.							
12.							
13.							
14.							
15.							
16.							
17.							
18.							
19.							
20.							
21.							
22.							
23.							
24.							
25.							

NAME _____

DATE _____

CODE ABR 8

ASSIGNMENT SHEET

BOOK: Jamestown, Reading the Content Fields

INSTRUCTORS: _____

LEVEL: Middle _____ Advanced _____

_____ Social Studies

_____ Science

_____ Mathematics

_____ English

_____ Practical Arts

ASSIGNMENT:

1. Read the page "How to Use This Book" without accompanying cassette. Follow the directions given on this page, except for #6.
2. Read Parts One, Two and Three. Beginning with PART FJUR, record all of your answers on the Progress Chart located on the back of this paper.

DO NOT WRITE IN THIS BOOK.

3. Use the answer key in the back of the book to correct your work after each practice exercise.
4. Circle each incorrect answer and write the correct answer next to it. Then write the number of correct answers for each exercise on the total line. There are four possible correct answers for each exercise.
5. As a review, re-read all questions you missed and compare the correct answer with the one you chose. Look for any pattern of mistakes.
6. When the book and the Progress Chart have been completed and corrected, return them to your instructor. Be SURE to total your correct answers and circle your rating.

Exercise	1	2	3	4 (Write Out Sentence)	Total Correct
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					
16.					
17.					
18.					
19.					
20.					
21.					
22.					
23.					
24.					
25.					

Circle your rating: 85 - 100 Excellent
 70 - 84 Good
 50 - 69 Fair

FINAL SCORE: _____

Time spent on this book: _____ 96

DATE _____

CODE Rda.-5

ASSIGNMENT SHEET

SUBJECT: Reading

BOOK: Jamestown: Comprehension Skills

INSTRUCTORS: SHARON CONRICK AND LYNDA JONES

Level: Middle _____ Advanced _____

_____ Understanding the Main Idea

_____ Making a Judgment

_____ Understanding Characters

_____ Drawing a Conclusion

_____ Making an Inference

_____ Recognizing Tone

_____ Appreciation of Literary Forms

_____ Retaining Concep. & Org. Facts

_____ Isolating Details & Recall. Facts

_____ Understanding Vocabulary

_____ Practical Arts

_____ Other: _____

ASSIGNMENT:

1. Read the page "How to Use This Book" (without cassette).
2. Follow the directions given on this page, except for #6.
3. Write the answers to Parts One, Two, and Three on your own paper. Beginning with PART FOUR, record all of your answers on the Progress Chart located on the back of this paper. DO NOT WRITE IN THIS BOOK.
4. Use the answer key at the back of the book to correct your work after each practice exercise.
5. Circle the incorrect answer and write the correct answer next to it. Then write the number of correct answers on the total line. (The highest number of correct answers is four.)
6. As a review, re-read all questions you missed. You may find you have to read the selection again to understand your mistakes.
7. When the book and the Progress Chart have been completed and corrected, return them to your instructor. BE SURE to total your correct answers and circle your rating.

BEST COPY AVAILABLE

BEST COPY AVAILABLE

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.
- 13.
- 14.
- 15.
- 16.
- 17.
- 18.
- 19.
- 20.
- 21.
- 22.
- 23.
- 24.
- 25.
- 26.
- 27.
- 28.
- 29.
- 30.

BEST COPY AVAILABLE
98

Circle your rating: 100 - 120 Excellent
80 - 99 Good

Final Score

ABE/GED HOME-STUDY PROGRAM

NAME _____

DATE _____

CODE _____

ASSIGNMENT SHEET

SUBJECT Reading

BOOK Discoveries in Reading

Achievements in Reading

INSTRUCTOR _____

Assignment:

1. You may write in this book.
2. Begin on page 1.
3. Correct each lesson as you finish it. Answers may be found in the back of the book.
4. Circle or check a wrong answer. Write the right answer. Re-read the question and learn from your mistakes.
5. Take out the Unit Review and Final Review as you come to them. Send them in after you have corrected them.
6. Keep the book.

NAME _____
DATE _____

CODE GR-12 hrs. F-5

ASSIGNMENT SHEET

Subject Reading

Book Cambridge - GED - The Reading Skills Test

Instructor _____

ASSIGNMENT:

1. DO NOT WRITE IN THIS BOOK. Do all your work on paper.
2. Read page one carefully. Take the Predictor Test on your own paper.
3. Correct your work with the answer key on page 28. Circle on the Skills Chart (on the back of this sheet) the number of each question you missed.
4. Work carefully through the book. Correct your work at the end of EACH section. Always read the explanations in the answer key to help you understand your mistakes. Re-read the questions and selection to see if you understand why the answer on the key was a better choice.
5. Take the Simulated Tests (pages 212-244). Correct your work.
6. When you have completed all the work, fill out the charts on the back of this assignment sheet. RETURN THIS SHEET AND THE BOOK TO YOUR INSTRUCTOR.

Reading skill:	Question numbers:
Reading for Details	1 5 6 9 14 23 28 37 42 46 48 49 52
Finding the Main Idea	7 11 12 18 39 43 55 58
Making Inferences	3 13 17 21 22 24 25 30 31 40 44 51 56 60 62
Drawing Conclusions	4 8 15 19 27 33 36 61
Application of Idea	2 34 45 47 50
Finding Word Meanings	16 26 29 32 35 38 41 53
Identifying Tone and Bias	10 20 54 57 59

NAME _____

DATE _____

PREDICTOR TEST

SIMULATED TEST I

	Practical Reading	General Reading	Prose Literature	Drama	Poetry
Reading for Details	4, 27	5, 7, 19, 31, 32	8, 24, 33	13	38
Finding the Main Idea		18, 20	12, 25		
Making Inferences	28	6, 17, 21	9, 10, 23 35, 37	14, 15	
Drawing Conclusions		22	11, 26	16	2
Applying Ideas	3				
Finding Word Meanings		30	34		1, 40
Identifying Tone and Bias	29		36		

	Practical Reading	General Reading	Prose Literature	Drama	Poetry
Reading for Details	6, 21	2, 3, 23, 29 30, 31, 32	26, 27	18	
Finding the Main Idea	5	1, 24	11		
Making Inferences	7	22, 28	10, 25, 38 40	16, 17	13, 15 34
Drawing Conclusions	8	33, 37	9	19	14
Applying Ideas	20	4			
Finding Word Meanings		36	39		35
Identifying Tone and Bias			12		

SIMULATED TEST II

NAME _____

DATE _____

CODE GED - R2 8 hrs.

ASSIGNMENT SHEET

Subject Reading

Book Cambridge Exercise Book for Reading Skills Test

Instructors Sharon Conrick, Lynda Jones

DIRECTIONS:

1. Do not write in this book. Put your answers on a separate piece of paper.
2. Read the introduction "About this Book."
3. Read each exercise carefully and read all answers before making a choice.
4. Correct each selection as you finish, except the Simulated Test on page 78. Complete the entire test first.
5. On the back of this sheet, circle the answers you missed for each selection.
6. Re-read the questions you missed. Re-read the selection if necessary to see why you made an error. Remember, you learn by correcting mistakes.
7. Try to do the GED Simulated Test on page 78. Try to finish within 60 minutes. Answer every question even if you must guess. If you have trouble finishing in 60 minutes, you need more practice reading and answering questions.
8. Return the book and this sheet (when the back has been completed). A new assignment will be prepared.

CIRCLE THE NUMBER OF EACH ANSWER YOU MISSED.

GED PRACTICAL READING EXERCISES

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25
26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47
48 49 50

GED GENERAL READING EXERCISES

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25
26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47
48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69
70 71 72 73 74 75

GED PROSE LITERATURE EXERCISES

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25
26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47
48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69
70 71 72 73 74 75

GED DRAMA EXERCISES

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25
26 27 28 29 30 31 32

GED PROETRY EXERCISES

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24

GED SIMULATED TEST

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25
26 27 28 29 30 31 32 33 34 35 36 37 38 39 40

TOTAL CORRECT ON TEST _____

TIME SPENT ON THIS BOOK _____

ASSIGNMENT SHEET

SUBJECT General reading and literature

BOOK McGraw Hill: GED How to Prepare for the Reading Skills Test

INSTRUCTORS Sharon Conrick and Lynda Jones

ASSIGNMENT:

1. DO NOT WRITE IN THIS BOOK. Please put all of your answers on your own paper.
2. Read "To the Student" and "About this Examination," pages viii-ix, and Chapter One, "Introduction," pages 1-15.
3. Do the Pretest, Chapter Two, on your own paper. After you correct it, fill in the Pretest Weakness Identification Key found on the back of this sheet.
4. Continue to read and work through the book, correcting your answers as you go. Be sure to go back and review each answer you miss so that you understand your error.
5. Do the Post-Test, Chapter Eight. Correct it and complete the Post-Test Weakness Identification Key on the back of this assignment sheet.
6. Return the book and this assignment sheet to your instructor.

DATE _____

PRETEST WEAKNESS IDENTIFICATION KEY: Circle the number of each answer you missed.

Question Numbers

Passage	1	2	3	4	5	6	7	8	9	10	11	12
Main Idea	2		7	12	18							
Subordinate Idea	3	4, 5, 6	9	11	15, 16	22	23, 24, 25		31		37, 38	40
Application of Ideas	1		10		17							39
Intended Inference			8	13, 14		19, 20, 21	26	27, 28, 29, 30	32, 33	34, 35	36	
Identifying Types												
Vocabulary												

Total number correct _____

POSTTEST WEAKNESS
IDENTIFICATION KEYTotal number
correct _____

Amount of time spent

on this book _____

Question Numbers

Passage	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Main Idea		4	8			16								39
Subordinate Idea	1, 3		7	10, 11	14		19	23	25	28	31	35		
Application of Ideas														
Intended Inference	2	5, 6	9	12	13	17, 18	20		26, 27	29, 30	32, 33	34	36, 37	40
Identifying Types														38
Vocabulary					15		21	22, 24						

ASSIGNMENT SHEETSUBJECT Official GED Practice Test

FORM _____

INSTRUCTORS _____

ASSIGNMENT:

1. Read the "Information for the Candidate" booklet.
2. Read the directions for Test 1: Writing Skills on page 3. Ignore the example of how to mark and score the answer sheet. Instead, write in the number of the correct answer for each question. We will score the test after you have completed it. For Test 1, use no more than 30 minutes. If you are not finished in 30 minutes, leave the rest of the test blank. Be sure to put your answers on the separate answer sheet labeled Test 1: Writing Skills. **DO NOT WRITE IN THE TEST BOOKLET.**
3. Test 2: Social Studies - begins on page 9. Follow the directions and use the separate answer sheet. Use no more than 45 minutes.
4. Read the directions for Test 3: Science on page 23. Use 45 minutes for this test; put your answers on the separate answer sheet.
5. Test 4: Reading begins on page 31. Take no more than 30 minutes to complete this test. Your answers go on the separate answer sheet.
6. Directions for Test 5: Mathematics - begin on page 37. Use no more than 30 minutes as you complete this test.
7. The test answer sheets and the test booklet **MUST BE RETURNED** on your next return date.

***It is not necessary for you to do the complete test in one sitting. We suggest that you do just one section at a time.

BEST COPY AVAILABLE

GED PRACTICE TEST: WRITING SKILLS A

NAME _____ DATE _____

Directions: Write the number of the correct answer on the line next to the number that corresponds to the question in the test booklet.

- | | | | |
|-----------|-----------|-----------|-----------|
| 1. _____ | 11. _____ | 21. _____ | 31. _____ |
| 2. _____ | 12. _____ | 22. _____ | 32. _____ |
| 3. _____ | 13. _____ | 23. _____ | 33. _____ |
| 4. _____ | 14. _____ | 24. _____ | 34. _____ |
| 5. _____ | 15. _____ | 25. _____ | 35. _____ |
| 6. _____ | 16. _____ | 26. _____ | 36. _____ |
| 7. _____ | 17. _____ | 27. _____ | 37. _____ |
| 8. _____ | 18. _____ | 28. _____ | 38. _____ |
| 9. _____ | 19. _____ | 29. _____ | 39. _____ |
| 10. _____ | 20. _____ | 30. _____ | 40. _____ |

- Count the number of correct answers and circle this number on the chart to the right. In the right-hand column, on the same line, you will find the GED Score for that number. Circle this number also, and then write the numbers in the space at the bottom of the chart.
- Fill in the following diagnostic chart by circling the numbers of any questions that you missed. Then, put the total number missed in the places provided. Many errors in any particular area may indicate that further study is needed.

Number of Questions Missed	Content Area	Question Number
_____	Spelling	1, 2, 3, 4, 5
_____	Cap. & Punctuation	6, 7, 8, 9, 10
_____	Usage	11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22
_____	Sentence Correction	23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33
_____	Logic and Organization	34, 35, 36, 37, 38, 39, 40

WRITING SKILLS	
Number of Correct Answers	GED Score
40	78 +
39	71
38	69
37	67
36	64
35	60
34	58
33	56
32	55
31	54
30	53
29	52
28	51
27	50
26	49
25	48
24	47
23	46
22	44
21	44
20	43
19	43
18	41
17	40
16	40
15	40
14	39
13	38
12	38
11	36
10	34
9	31
8	28
7	25
6	22
5	20

WRITING SKILLS

Number of Correct Answers: _____

GED Score:



B.O.C.E.S. of Washington-Warren-Hamilton-Essex Counties

Southern Adirondack Educational Center
Dix Avenue, Hudson Falls, New York 12839
(518) 793-7721, Ext. 224

GRASP...A Federally Funded BOCES Project

Coordinator - Carol E. Bartlett

Staff - Sharon Conrick
- Lynda Jones
- Suzanne Merrill

Enclosed is a copy of the results of the practice GED Half test that you recently completed for us. A total of 45 in each area is needed to attain the passing score of 225.

You've been working hard in the Home-Study Program and we feel that it's to your advantage to test NOW. It will be a least three months before another test is offered.

We have a waiting list of people who wish to enter Home-Study. Therefore, it is important for you to take the GED test we have listed. If you do not test, we can not guarantee that you will be continued as a student in GRASP. Please drop a note or call if you are unable to test.

We suggest that before you take the GED test you re-read Section 111 of your Handbook. This contains important testing information. It will take approximately six weeks from the time you test until your scores will be mailed from Albany. During this time you should continue working in your books and returning assignments. When you receive your diploma, please return all GRASP books.

Good luck on your test.

GED SUMMARY PROFILE SHEET

Name _____ Date _____

GED SCORE

WRITING SKILLS _____

SOCIAL STUDIES _____

SCIENCE _____

READING SKILLS _____

MATHEMATICS _____

TOTAL

5 =

_____ Average GED Score

DIRECTIONS

1. Fill in your GED Score from each subject area answer sheet in the space above.
2. Add up the five GED Scores and divide by 5 to obtain your average GED Score.
3. Discuss the scores with your instructor. If your GED Scores all fall well above the requirements, you may be ready to take the GED tests soon. If some of your GED scores are lower than those required in your state, you may need additional preparation in those subject areas. If all or most of your scores are below the state requirement, a general program of study may be needed.
4. You are encouraged to continue studying in the GED program until your scores indicate a good chance of succeeding on the GED test.

GED HALF-TEST SUMMARY PROFILE SHEET

NAME _____ DATE _____

WRITING SKILLS _____

SOCIAL STUDIES _____

SCIENCE _____

READING SKILLS _____

MATHEMATICS _____

TOTAL _____ 5 = _____
Average GED Score

1. Enclosed is a copy of the results of the practice GED Half test that you recently completed for us. A total of 45 in each area is needed to attain the passing score of 225.
2. If your GED Scores all fall well above the requirements, you may be ready to take the GED tests soon. If some of your GED scores are lower than those required in your state, you may need additional preparation in those subject areas. If all or most of your scores are below the state requirement, a general program of study may be needed.
3. You are encouraged to continue studying in the GED program until your scores indicate a good chance of succeeding on the GED test.

ASSIGNMENT SHEETSubject: Social Studies

Name of Worksheet: Continental Press:
Geography 4 _____
Geography 5 _____
History 5 _____
History 6 _____

Instructor: _____

ASSIGNMENT:

1. Preview the worksheet by looking at the title and any drawings. Read the first sentence of each paragraph to obtain an idea of what will be studied.
2. Look over the questions first, if you wish, to help you concentrate on what is important as you read.
3. Answer all questions. You may need to use the back of the page.
4. Return the worksheets as you finish them.

ASSIGNMENT SHEET

SUBJECT Social Studies

BOOK Steck-Vaughn: Our U.S.A. Part I, Our U.S.A. Part 2

INSTRUCTOR _____

ASSIGNMENT:

1. You may write in this book.
2. Begin on page 3.
3. Read each chapter and answer the questions. You don't have to do the part called "More Things to Do."
4. Correct each chapter as you finish. You will find the answers in the back of the book.
5. Circle or check any wrong answers. Write the right answer and re-read the question. Learn from your mistakes.
6. Send in the Final Review in the back of the book. Correct it first.
7. Keep the book.

ASSIGNMENT SHEETSUBJECT Social StudiesBOOK Steck-Vaughn - Our Nation's Story Part 1INSTRUCTORS Sharon Conrick, Lynda JonesASSIGNMENT:

1. Read carefully all written parts to each section and answer all questions on paper. DO NOT WRITE IN THIS BOOK. You may omit the map sections.
2. Turn to the answer key on page 91 and correct your work. You will find that the answers to some exercises and all maps are not included because individual answers were required. The information for these answers is located in the reading selection.
3. Review and correct all answers which you missed. Re-read the selection again to be sure you understand your mistakes.
4. Take the final test which is included with this assignment. Return the book and this test to your instructor.

ASSIGNMENT SHEET

SUBJECT Social Studies

BOOK Steck-Vaughn - Our Nation's Story Part 2

INSTRUCTORS Sharon Conrick, Lynda Jones

ASSIGNMENT:

1. Read carefully all written parts to each section and answer all questions on paper. DO NOT WRITE IN THIS BOOK. You may omit the map sections.
2. Turn to the answer key on page 93 and correct your work. You will find that the answers to some exercises and all maps are not included because individual answers were required. The information for these answers is located in the reading selection.
3. Review and correct all answers which you missed. Re-read the selection again to be sure you understand your mistakes.
4. Take the final test which is included with this assignment. Correct the test. Return the test and book to your instructor.

ASSIGNMENT SHEET

SUBJECT _____

BOOK Weekly Reader - Tables and Graph Skills

INSTRUCTOR _____

ASSIGNMENT: 1.

1. Read all the titles, tables, and information before answering the questions given with each graph.
2. The answer sheet is stapled to the inside front cover.
3. Each graph or table should be corrected before the next one is attempted.
4. Leave out all questions under the headings Talk Over. There are no answers for the exercises under the headings Your Workshop. However, many of these exercises are interesting and useful.
5. When you have completed this book, write your name on the top of page 46 and return only this page. A new assignment will be prepared and sent when this is received.

ASSIGNMENT SHEET

Subject Social Studies

Book Continental Press - Map Skills Booklet

Instructor _____

ASSIGNMENT:

1. Tear off the mask card (found inside back cover.)
2. Cover the gray band on the left hand side of page one.
3. Read and answer the questions on page one. (You may write in this book.)
4. As you slide the mask card down, the correct answer to each question is revealed. Check your answers as you work.
5. Continue through the book in this manner. Correct your work on each page.
6. Complete the test on pages 53 and 54. Remove this last page from the book and return it. A new assignment will be prepared and sent to you when this page is recieved.

ASSIGNMENT SHEETSUBJECT SOCIAL STUDIESBOOK McGraw Hill: GED Social Studies TestINSTRUCTORS Lynda Jones and Sharon CanrickASSIGNMENT:

1. Do NOT write in this book. Put all of your answers on your own paper.
2. Read "To the Student," "About the Examination," and "Introduction" on pages v-xiv.
3. Put the answers to the Pretest on your own paper. Correct your work and then fill in the Pretest Weakness Identification Key found on the back of this paper.
4. Begin Chapter One and continue to work through the book. Be sure to correct your work as you go, using the answer key at the end of each chapter.
5. Complete and correct the Post Test. After you record your incorrect answers on the Post Test Weakness Identification Key, return this sheet and your book to your instructor.

PRETEST WEAKNESS IDENTIFICATION KEY

After you have corrected your answers, circle the numbers below of the answers you had incorrect.

	Question Numbers		
	1-10	11-20	21-30
Main Idea	1		
Supporting Idea		18, 19	
Detail	2, 4, 6, 9, 10	11, 14, 15, 16, 17, 20	23, 24, 26, 27, 28, 30
Inference	3, 5, 7, 8, 9	11, 12, 13, 19	21, 22, 23, 25, 27, 28, 29, 30

Total number correct _____

POST TEST WEAKNESS IDENTIFICATION KEY

Question Numbers

	1-10	11-20	21-30	31-41
Main Idea				31
Supporting Idea				33, 34, 35, 37
Detail	3, 5, 6, 7, 8, 9	12, 13, 16, 17, 18, 19, 20	22, 23, 24, 25, 30	36
Inference	1, 2, 4, 6, 10	11, 14, 15	21, 24, 25, 26, 27, 28, 29	32, 33, 34, 35, 38, 39, 40, 41

Total number correct _____

Amount of time spent on this book _____

NAME _____

DATE _____

CODE GED - SS

8 Hrs.

ASSIGNMENT SHEET

Subject Social Studies

Book Cambridge Exercise Book for Social Studies Test

Instructor _____

DIRECTIONS:

1. Do not write in this book. Put your answers on a separate piece of paper.
2. Read the introduction "About this Book."
3. Read each exercise carefully and read all answers before making a choice.
4. Correct each selection as you finish, except the Simulated Test on page 76. Complete the entire test first.
5. On the back of this sheet, circle the answers you missed for each selection.
6. Re-read the questions you missed. Re-read the selection if necessary to see why you made an error. Remember, you learn by correcting mistakes.
7. Try to do the GED Simulated Test on page 76. Try to finish within 60 minutes. Answer every question even if you must guess. If you have trouble finishing in 60 minutes, you need more practice reading and answering questions.
8. Return the book and this sheet (when the back has been completed). A new assignment will be prepared.

CIRCLE THE NUMBER OF EACH ANSWER YOU MISSED.

GED HISTORY EXERCISES

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25
26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47
48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69
70 71 72 73 74 75

GED ECONOMIC EXERCISES

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25
26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47
48 49 50

GED POLITICAL SCIENCE EXERCISES

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25
26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47
48 49 50

GED BEHAVIORAL SCIENCE

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25
26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47
48 49 50

GED GEOGRAPHY

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25
26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47
48 49 50

GED SIMULATED TEST

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25
26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47
48 49 50 51 52 53 54 55 56 57 58 59 60

120

TOTAL CORRECT ON TEST _____

TIME SPENT ON THIS BOOK _____

ASSIGNMENT SHEET

SUBJECT Science

BOOK Basic Science for Living, Book I

INSTRUCTORS Sharon Conrick, Lynda Jones

ASSIGNMENT:

1. Read "To the Teacher and the Student" on the page before the table of contents.
2. Read and complete each lesson on paper. DO NOT WRITE IN THIS BOOK. The answer key is found on page 111. Correct EACH lesson as it is finished.
3. In the back of the book, "Words you Need to Know" contains vocabulary words which may help you in completing Part A of each lesson.
4. Complete the enclosed Mastery test. Correct the test and put your score on top of the test. Leave your corrections so we can see which areas gave you trouble.
5. New science materials will be assigned after the Mastery Test and the book have been returned.

ASSIGNMENT SHEETSUBJECT ScienceBOOK Basic Science: Science for Living, Book 2INSTRUCTORS Sharon Conrick, Lynda JonesASSIGNMENT:

1. Read "To the Teacher and the Student" on the page before the table of contents.
2. Read and complete each lesson on paper. DO NOT WRITE IN THIS BOOK. The answer key is found on page 103. Correct each lesson as it is finished.
3. In the back of the book, "Words You need to Know" contain vocabulary words which may help you complete Part A of each lesson.
4. Complete the enclosed Mastery test. Correct the test and put your score on the top of the test. Leave your corrections on the test so we can see which areas gave you trouble.
5. New materials will be assigned after the Mastery Test and the book have been returned.

ASSIGNMENT SHEETSubject ScienceBook The Cambridge Program for the Science Test

Instructor _____

ASSIGNMENT:

1. DO NOT WRITE IN THIS BOOK. Do all your work on paper.
2. Do the Science Predictor Test which begins on page 1. Check your answers on page 14. Fill out the duplicate Science Predictor Skills Chart on the back of this sheet.
3. Work completely and carefully through the rest of the book. Correct your work at the end of EACH selection. Always read the explanations given in the answer key. Re-read the question and the selection to see if you understand why the answer on the key is a better choice.
4. Do the Simulated GED Science Test which begins on page 196. Read and follow the directions carefully.
5. After you have corrected your test, record this information on the duplicate chart on the back of this sheet. Fill in your GED score and the amount of time it took to complete the book and the test. RETURN THIS SHEET AND THE BOOK TO YOUR INSTRUCTOR.

Science Predictor Test

	Biology	Earth Science	Chemistry	Physics
General Knowledge	1, 4, 5, 8, 9	2	7	3, 10
Finding Facts	12, 23, 25	15, 18	28, 29	19
Finding the Main Idea	14		27	
Application of Idea	26	16		
Drawing Conclusions	11		30	
Making Inferences	13, 24	17		20
Words in Context				21
Interpreting Illustrations		6		22

Simulated GED Test

	Biology	Earth Science	Chemistry	Physics
General Knowledge	1, 2, 5, 6, 8 12, 15, 16, 19	7, 9, 11, 14	3, 4, 13, 18	10, 20
Finding Facts	21, 34, 46 48, 49, 54 56	24, 26	30, 39, 40 51, 53	59, 60
Finding the Main Idea	42		29	
Application of Idea	35, 43		38, 41	
Drawing Conclusions	36, 55	27	31	
Making Inferences	22, 23, 33 44, 50		28, 37, 52	58
Words in Context	45, 47		32	
Interpreting Illustrations		25		17, 57

Time spent on the Simulated TEST _____

Your predicted GED Score _____

NAME _____

DATE _____

CODE GED - SS 8 Hrs. _____

ASSIGNMENT SHEET

Subject Science

Book Cambridge Exercise Book for Science Test

Instructor _____

DIRECTIONS:

1. Do not write in this book. Put your answers on a separate piece of paper.
2. Read the introduction "About this Book."
3. Read each exercise carefully and read all answers before making a choice.
4. Correct each selection as you finish. The entire Simulated Test on page 78 should be completed before it is corrected.
5. On the back of this sheet, circle the answers you missed for each selection.
6. Re-read the questions you missed. Re-read the selection if necessary to see why you made an error. Remember, you learn by correcting mistakes.
7. Do the GED Simulated Test on page 78. Try to finish within 60 minutes. Answer every question even if you must guess. If you have trouble finishing in 60 minutes, you need more practice reading and answering questions.
8. Return the book and this sheet (when the back has been completed). A new assignment will be prepared.

GED BIOLOGY EXERCISES

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25
26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47
48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69
70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91
92 93 94 95 96 97 98 99 100 101 102 103 104 105 106 107 108 109 110
111 112 113 114 115 116 117 118 119 120 121 122 123 124 125 126 127
128 129 130 131 132

GED EARTH SCIENCE EXERCISES

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25
26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47
48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69
70 71 72

GED CHEMISTRY EXERCISES

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25
26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47
48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69
70 71 72

GED PHYSICS SCIENCE

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25
26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47
48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 56 67 68 69
70 71 72

GED SIMULATED TEST

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25
26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47
48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69
70 71 72

CODE G - SC - 2 hrs. F 4.0

G - SS - 2 hrs.

G - R/E - 2 hrs.

ASSIGNMENT SHEET

SUBJECT _____ Science Review Sheet
_____ Social Studies Review Sheet
_____ Reading/English Review Sheet

INSTRUCTOR _____

ASSIGNMENT:

1. Do not write on these tests. Read through the following test items on the answer sheet which is located on the back of this sheet.
2. Return the separate answer and the Review sheets.
3. New assignments will be prepared when the ANSWER SHEET is completed and returned.

NAME _____

DATE _____

CODE _____

DIRECTIONS: After you have completed the Review Sheet Test, copy the numbers of the answers you have chosen onto this RETURN ANSWER SHEET. Because this answer sheet can be used for three separate tests, be sure to use the column which has been checked.

SCIENCE

- A. 1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
B. 13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

SOCIAL STUDIES

- A. 1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
B. 8. _____
9. _____
10. _____
C. 11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

READING/LITERATURE

- A. 1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
B. 8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
C. 14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

ASSIGNMENT SHEETSUBJECT ScienceBOOK McGraw Hill: Science GEDINSTRUCTORS Sharon Conrick and Lynda JonesASSIGNMENT:

1. DO NOT WRITE IN THIS BOOK. Please put all answers on a separate sheet of paper.
2. Read "To the Student," "About the Examination," and "Introduction" on pages vii-xv.
3. Work through the Pretest, putting the answers on your own paper. Correct the test and fill in the Pretest Weakness Identification Key located on the back of this assignment sheet.
4. Read and work through the rest of the book. Correct the answers to each chapter as soon as you complete the work. It's important to go back and re-read each question that you miss so that you understand why you made an error.
5. Complete and correct the PostTest. After you fill in the PostTest Weakness Identification Key, return the book and this assignment sheet to your instructor.

NAME _____

DATE _____

PRETEST WEAKNESS IDENTIFICATION KEY

After you have corrected your answers, circle the numbers below of the answers you had incorrect.

QUESTION NUMBERS

	1-10	11-20	21-30	31-40	41-50	51-60
Main Idea				31, 36		
Subordinate Idea	1, 5, 10	13, 14, 18, 19, 20		32, 33, 34, 37	43, 46, 47	57
Application of Ideas	2, 6, 9	12, 15, 16, 17			45, 48	52, 53, 54, 56
Intended Inference	3, 4, 7, 8	11		35, 38	44	55

Total number correct _____

POSTTEST WEAKNESS IDENTIFICATION KEY**QUESTION NUMBERS**

	1-10	11-20	21-30	31-40	41-50	51-60
Main Idea		12, 13			48	51
Subordinate Idea	1, 2, 3, 4, 6, 9	11, 18, 19		31, 33, 37	42, 43, 44, 45	52, 53, 55
Application of Ideas	5, 8			32, 34	46, 48	56
Intended Inference	7, 10	14, 15, 16, 17, 20	21, 22, 23, 24, 25, 26, 27, 28, 29, 30	35, 36, 38, 39, 40	41, 47, 49, 50	54, 57, 58, 59, 60

Total number correct _____

Amount of time spent on this book _____

Subject ScienceCode G - SC - 2 hrs.page 2

The liver - a large glandlike organ in the upper and back part of the abdomen - is consistently producing bile which is stored in a sac called the gall bladder. As the food leaves the stomach, the gall bladder empties its bile through the bile duct. Because the bile duct and the pancreatic duct come together as they reach the intestine, their juices enter it simultaneously.

Bile separates fat into very tiny droplets, making it more easily attacked by fat digesting enzymes from the pancreas. Both pancreatic and intestinal juices contain several enzymes which, acting together, digest all of the food types. Then muscular movements in the intestine wall stir the food and move it along slowly. By the time the food reaches the end of the small intestine, all digestion is complete.

1. Saliva flows from the salivary glands through ducts into this cavity
 1. cranial
 2. oral
 3. abdominal
 4. chest
2. The digestion of a cracker begins in the
 1. salivary gland
 2. liver
 3. pancreas
 4. oral cavity
3. The two parts of man's body cavity are
 1. oral and abdominal
 2. abdominal and cranial
 3. chest and abdominal
 4. oral and chest
4. An upset stomach can result from over production of
 1. gastric juice
 2. bile
 3. saliva
 4. intestinal juice
5. What factor enables the small intestine to carry on most of man's digestion?
 1. the small intestine is 22 feet long
 2. muscular movements stir and move the food along slowly
 3. three digestive juices act on food within the small intestine
 4. all of the above

SUBJECT ScienceCODE G - SC - 2 hrs. F-8.0-9.0

Read the following passage. Write the number of the correct answer to each question on the SEPARATE ANSWER SHEET.

Saliva, which is mixed with food during chewing, is secreted by three pairs of glands located in the sides of the face and under the jaw. These masses of special cells, which produce the saliva, contain ducts, or little tubes, through which the saliva flows into the mouth.

Saliva contains an enzyme which can digest starch. However, food does not remain in the mouth long enough for much digestion to take place, and once in the stomach, saliva cannot continue working for very long. But saliva does moisten food to prevent it from adhering to the teeth and to ease its passage down the throat during swallowing.

When food is swallowed, it passes down the esophagus. The esophagus is the tube leading from the throat to the stomach. Food is pushed along as circular fibers of muscle tissue in the esophagus wall contract.

There are two parts to the body cavity in man and other mammals. There is the chest cavity and, below it, the abdominal cavity. These two parts of the body are separated by a tough muscular partition called the diaphragm. The digestive organs are located in the abdominal cavity.

Food is stored in a pear-shaped, muscular sac. Without the stomach, a whole meal could not be eaten at one sitting. The stomach lining contains a multitude of tiny glands which pour out a clear yellow liquid called gastric juice which mixes with the food. This juice contains an acid which softens fibers in the food and kills many bacteria and an enzyme which acts on proteins.

As the muscles in the stomach wall keep contracting and relaxing, the food mixed with gastric juice breaks up into smaller and smaller pieces. It then passes into the small intestine, a little at a time, taking about two hours to leave the stomach completely empty.

The main digestive organ is the small intestine which is a tube about three-fourths inches across and about 22 feet long. Several hours are required for the digesting food pass through it.

There are three juices which act on food while it is in the small intestine. Intestinal juice is produced by the intestine lining. Pancreatic juice flows in through a duct from the pancreas, an important gland lying just behind the stomach. This duct enters the small intestine near where it joins the stomach. Bile, which is a juice produced by the liver, also enters the intestine at this same place.

Subject ScienceCode G - SC - 2 hrs.

page 4

- B. Read the following selection. On your answer sheet, write the number of the best answer to each question.

Hot water freezes faster than cold water. So goes an old wives' tale. It seems contrary to both scientific and common sense. Looked at scientifically, equal amounts of water at different temperatures contain different amounts of heat. Exposed to colder surroundings, both water samples will lose heat at the same rate. So the cooler sample will remain cooler until it freezes.

A least that's the theory. But Dr. George S. Kell, of the National Research Council of Canada, decided to put the tale to the test recently. Was science in hot water, or was the tale a lot of hot air?

He found that if water samples were in covered buckets, things go as science and common sense predict. The cooler water freezes first. However, if the buckets are uncovered, the hotter one does freeze faster!

Why? Because the hot water evaporates faster than the cold water. Suppose you have two 100-pound samples of water, one at 100°C and the other at 20°C. as the 100° sample cools to freezing, 25 pounds of water are lost by evaporation. But very little of the 20° sample evaporates in the same space of time. So there is less water to freeze in the hot sample, and it cools and freezes faster.

Thus, both science and the old wives' tale are correct. Why not try the experiment yourself?

13. Equal amounts of water at different temperatures

1. always freeze
2. contain different amounts of heat
3. contain the same amount of heat
4. must be placed in covered buckets before freezing

14. Dr. George S. Kell's experiment provides us with evidence that

1. old wives' takes of full of hot air
2. science is in hot water
3. both science and this old wives' tale may be correct
4. experimentation is contrary to both scientific and common sense

15. If all the buckets contained 100-pound samples of water, which condition would produce the least amount of ice?

1. a covered bucket at 100°C
2. an uncovered bucket at 100°C
3. a covered bucket at 20°C
4. an uncovered bucket at 20°C

Subject ScienceCode G - SC - 2 hrs.Page 3

6. Three digestive juices are produced outside the organs which act on food. Two of these juices are
 1. bile and intestinal juice
 2. intestinal juice and pancreatic juice
 3. saliva and bile
 4. gastric juice and saliva
7. The presence of gall stone would most likely upset the digestion of
 1. lipids
 2. fibers
 3. bacteria
 4. proteins
8. This passage is concerned mainly with
 1. the stomach as the primary organ of digestion
 2. the digestive organs and their functions
 3. how digestion is facilitated by saliva in the mouth
 4. the length of time it takes food to pass through each organ
9. The diaphragm separates
 1. the stomach from the liver
 2. the liver from the gall bladder
 3. the small intestine from the stomach
 4. the chest cavity from the abdominal cavity
10. The esophagus is
 1. the most important digestive organ
 2. a pear-shaped muscular sac
 3. a tube through which food passes from the throat to the stomach
 4. one of the enzymes which digests food
11. A function of the liver mentioned in the passage is
 1. to store bile
 2. to produce the digestive juice which is stored in the gall bladder
 3. to break down the food particles before the enter the small intestine
 4. to separate fat into tiny droplets
12. Which is the most appropriate sequence pertaining to the digestive system?
 1. stomach, diaphragm, small intestine, esophagus
 2. esophagus, mouth, stomach, small intestine
 3. mouth, esophagus, stomach, small intestine
 4. small intestine, stomach, esophagus, mouth

Subject ScienceCode G - SC - 2 hrs.Page 5

16. In the covered buckets, the cooler sample of water remained cooler until it was completely frozen because
1. both samples lost heat at the same rate
 2. the cooler sample possessed more heat
 3. the hotter sample contained more water
 4. it was predicted by common sense
17. This passage points out that some old, seemingly unfounded beliefs
1. are never correct
 2. depend upon common sense
 3. cannot be tested
 4. may be true
18. The uncovered hot water froze faster than the cooler sample because
1. the hot water was full of hot air
 2. a certain amount of the hot water evaporated
 3. there was less water in the cooler sample
 4. both samples lost heat
19. The amount of ice formed from the uncovered sample of water at 100 C was
1. 200 pounds
 2. 100 pounds
 3. 75 pounds
 4. 24 pounds
20. Dr. George S. Kell found that under certain conditions, hot water will
1. evaporate slower than cold water
 2. freeze faster than cold water
 3. freeze only when covered
 4. evaporate in a covered bucket

- A. Read the following passage. On the SEPARATE ANSWER SHEET, write the correct number for each question.

By April 5 they were thirty-five miles from the Pole. Peary with his mutilated feet was then fifty-three years, and Matt was no longer young either. Could it be that at last their dream of so many years would come true? That night only the Eskimos slept - uninterested in seeking a new spot of ice in this world of ice they had known all their lives. Henson and Peary could not sleep for the excitement of it. A part of Matt's job as trailblazer was to build an igloo of ice at each stopping point so that when Peary got there they could rest until time to start again. On the day when Henson, forging ahead, finally arrived at a point where North no longer existed, he knew he had reached the Pole. With Ootah's assistance, there he began to build an igloo. Forty-five minutes later, with Eskimos and a team of dogs, Peary arrived. To Matt Henson, Peary gave the honor of planting the American flag at the North Pole while he stood in salute. It was April 6, 1909.

Eleven years later Admiral Peary died, but Matt Henson lived to be eighty-eight years old. He passed away in New York City in 1955. In tribute to his long series of explorations, Matt Henson received a Congressional Medal, a gold medal from the Chicago Geographical Society, a loving cup from the Bronx Chamber of Commerce, and a building has been named after him at Dillard University. On the occasion of the forty-fifth anniversary of the Discovery of the North Pole, President Eisenhower honored Matt Henson at the White House.

1. The article fails to mention that Matthew Henson was
 1. a Congressional medal winner
 2. a black man
 3. a trail blazer
 4. a middle-aged man
2. The idea of this particular selection is to
 1. pay tribute to Admiral Peary's bravery
 2. to acknowledge an anniversary of polar exploration
 3. to give a lesser known explorer some overdue credit
 4. to explain polar flights
3. Henson knew he was at the Pole by
 1. the extreme drop in temperature
 2. the Eskimos' telling him
 3. the marker at the spot
 4. the fact that he could only go south
4. Peary actually arrived at the Pole about
 1. 3 days later
 2. 45 minutes later
 3. a day later
 4. a month later

5. The expedition moved toward the pole in the
 1. spring
 2. winter
 3. summer
 4. fall
6. The fact that Henson was Peary's personal servant is
 1. omitted
 2. stressed
 3. hinted at
 4. evaluated
7. The author wants the reader to understand that this trip was
 1. a one-man venture
 2. not a one-man venture
 3. an Eskimo triumph
 4. an English adventure

Read the selection below. On your answer sheet, write the number of the best response.

Wilson's Non-Involvement

Wilson, and the majority of the American people, preferred a policy of non-involvement. Diplomacy, negotiations, and arbitrations were the instruments of Wilson's policy toward the combatants.

8. Diplomacy means to
 1. arrange matters without arousing hostility
 2. impose one's view upon others
 3. avoid becoming involved in the affairs of other countries
 4. encourage combat between countries
9. To negotiate means
 1. make a unilateral agreement
 2. discuss the terms for an agreement
 3. make an arbitrary decision
 4. sustain conflict between opposing parties
10. Arbitration means
 1. joining a labor union
 2. staging an offensive in battle
 3. encouraging combat between nations
 4. hearing both sides of a dispute and making a decision

BEST COPY AVAILABLE

- C. Read the following selection carefully. On the answer sheet, write the number of the correct answer to each question.

On the evening of May 24, 1854, Burns, a 24 year-old Negro, left the Brattle Street clothing store where he had been working for a month since his escape from slavery in Virginia. As he passed the corner of Hanover and Court Streets, a man touched him on the shoulder. "Stop, old boy!" the man said, and then explained that he was under arrest for having robbed a jewelry store. Burns halted in bewilderment. Instantly, six or seven men surrounded the Negro, picked him up by the arms and legs, and carried him down the middle of the street to the court house.

At the entrance, a United States marshall was waiting with a drawn sword. The men then hurried the prisoner up several flights of stairs to a jury room that was to serve as a cell. Suddenly Burns realized what had happened: He had been arrested, not as a jewel thief but as a fugitive slave.

This suspicion was immediately confirmed when Colonel Suttle, his former owner, entered the jury room. "How do you do, Mr. Burns?" Suttle sarcastically greeted him. "Why did you run away from me?" The Negro replied: "I fell asleep on board the vessel where I worked, and, before I woke up, she set sail and carried me off." That was enough: Burns had recognized Suttle and tried to justify his escape; in effect, he had confessed that he was a fugitive slave.

Soon afterwards, Burns was taken before Commissioner Edward Loring who was to rule the case. According to the law, Commissioner Loring declared, the case was perfectly plain and the decision totally inevitable: Burns must be given over to his former master. Many Bostonians resisted the Commissioner's decision.

"See to it ... that Anthony Burns has no master but his God!" said Wendell Phillips, a lawyer famed for his oratory, as he addressed a meeting at Faneuil Hall on May 26.

The Rev. Theodore Parker followed Phillips' speech with one still more passionate: "Well, gentlemen, I say there is one law-slave-law, it is everywhere. There is another law, which also is a finality; and that law, it is in your hands and your arms, and you can put that in execution just when you see fit. Gentlemen, I am a clergyman and a man of peace; I love peace. But there is a means, and there is an end; liberty is the end, and sometimes peace is not the means toward it..."

By this time many at the meeting were ready to launch an attack on the court house that very night. Phillips managed to quiet them down, until suddenly a man at the entrance door shouted: "Mr. Chairman, I am just informed that a mob of Negroes is in Court Square attempting to rescue Burns. I move that we adjourn to Court Square." No one waited for a vote. The crowd poured out of Faneuil Hall, surged around the court house, and began to assault it with a battering ram.

The door was soon broken enough for two men at the front, the Rev. Thomas Wentworth Higginson and a nameless Negro, to enter. They quickly re-appeared, cut by the swords and clubs of the defending officials inside. The mob pressed forward with new anger. Then one of the marshall's men within the court house fell beside the door with a mortal stab wound. The crowd now drew back, dismayed by this flow of blood. They soon dispersed.

Meanwhile, the more peaceful antislavery people had begun negotiating with Colonel Suttle for the purchase of the captive Negro. Suttle's price was \$1,200 cash. The money was raised and a bill of sale was about to be drawn up when the United States district attorney intervened. He objected that the sale should not be made until the commissioner had decided the case. He also pointed out that Massachusetts law forbade selling a man. The bargain fell through.

Now the antislavery forces had only one more chance of saving Burns: to prevent the federal officers from getting the fugitive onto the ship moored in the harbor, one-third of a mile away from the court house. Handbills were circulated through the city, urging the people to "Watch the Slave Pen!" Notices were mailed to residents outside of town: "Sons of the Puritans," the message declared, "come to watch the removal of Burns with courage and resolution in your hearts. but, this time, with only such arms as God gave you."

At 8:30 on the morning of June 2, the troops (which the fearful federal officers had requested) paraded on Boston Common. In all there were 22 companies, including two cavalry units, totaling over 1,000 soldiers.

By 11 o'clock, Court Square was packed with sullen Bostonians. Above them, at the eastern door of the court house, stood a loaded cannon pointing at the crowd. The tension grew. Finally at 2 o'clock, the troops formed a column and began to march toward the wharf, followed by Burns in the middle of an armed posse. Thousands of people lined the route. So did the symbols of their feelings: a black coffin hung from a window opposite the Old State House, decorated by a banner reading, "The Funeral of Liberty." Nearby, an American flag was draped in mourning.

In the end, however, Burns was put aboard the ship and sent to Richmond. There he stayed in a cell, his wrists and ankles shackled, for four months until he was sold to a North Carolina slaveholder.

11. Burns was arrested on a charge of

1. being a fugitive slave
2. killing a man
3. public intoxication
4. robbing a jewelry store

12. Burns was tricked into admitting he was a fugitive slave by
1. Commissioner Loring
 2. Wendell Phillips
 3. Colonel Suttle
 4. Rev. Theodore Parker
13. Suttle was offered \$1,200 for Burns by
1. an antislavery group of Boston
 2. Thomas Wentworth Higginson
 3. a slaveholder in North Carolina
 4. Commissioner Loring
14. Many citizens of Boston, upon hearing of the plan to return Burns to his former owner
1. raised a protest
 2. endorsed the action
 3. sought to make a profit on the transaction
 4. attempted to kill Burns
15. Burns was finally removed from Boston by
1. a sympathetic sea captain
 2. federal troops
 3. an antislavery group
 4. a nameless Negro
16. The people showed their feelings about the removal of Burns by
1. hiring a lawyer
 2. draping the American flag in mourning
 3. buying Burns for \$1,200
 4. supporting the troops in Boston
17. The word fugitive in paragraph 2 means
1. free
 2. runaway
 3. captive
 4. important
18. The notices mailed to out-of-town residents urged
1. violence
 2. non-violence
 3. collecting of arms
 4. more money

SUBJECT Social Studies

CODE G-SS-2 hrs.
page 6

19. The fate of Burns was

1. he became free
2. he remained in jail for life
3. he was executed
4. he was bought by a slaveholder

20. The large number of troops used on June 2 showed

1. how large a regiment was
2. the authorities expected trouble
3. the antislavery forces supported the decision
4. that the Federal government did not intervene

- A. Read the following passage. On the SEPARATE ANSWER SHEET, write the number of the correct answer for each question.

SAND

by Sinclair Lewis

He was named Sidney, for the sake of elegance, just as his parents had for elegance in their Brooklyn parlor a golden-oak combination bookcase, desk, and shield-shaped mirror. But Sidney Dow was descended from generations of Georges and Johns, or Lorans and Lukes and Nathans.

He was little esteemed in the slick bustle of his city school. He seemed a loutish boy, tall and heavy and slow-spoken, and he was a worry to his father. For William Dow was an ambitious parent. Born on a Vermont farm, William felt joyously that he had done well in the great city of Brooklyn. He had in 1880, when Sidney was born, a real bathroom with a fine tin tub, gas lights, and a handsome phaeton with red wheels, instead of the washtub in the kitchen for Saturday-night baths, the kerosene lamps, and the heavy old buggy which his father still used in Vermont. Instead of being up at 5:30, he could loll abed till quarter of seven, and he almost never, he chuckled in gratification at his progress, was in his office before a quarter to eight.

By the luxury of red-wheeled carriage and late lying did not indicate that William's Yankee shrewdness had been cozened by urban vice, or that he was any less solid and respectable than old George, his own father. He was a deacon in the Universalist Church, he still said grace before meals, and he went to the theater only when Ben Hur was appearing.

1. Sidney's parents had a passion for

1. bathtubs
2. Vermont
3. Brooklyn
4. elegance

2. The place in the story is

1. Brooklyn
2. Montpelier
3. Rome
4. Dowsville

3. The time is

1. early 18th century
2. early 19th century
3. late 19th century
4. late 18th century

SUBJECT Reading/LiteratureCODE G - R/E - 2 hrs.
page 2

4. The electric light was
 1. a novelty
 2. a gimmick
 3. an idiosyncrasy
 4. not yet in use
5. Father was proud of his
 1. Stanley Steamer
 2. Edsel Eight
 3. red wagon
 4. red-wheeled carriage
6. Father had
 1. not succumbed to easy living
 2. succumbed to easy living
 3. longed for Vermont
 4. yearned for California
7. In this passage there is an air of
 1. new affluence
 2. great poverty
 3. sterile classicism
 4. southern ante-bellum thinking.

B. Read the following passage and answer the questions.

THE GIFT OF THE MAGI

by O. Henry

One dollar and eighty-seven cents. That was all. And sixty cents of it was in pennies. Pennies saved one and two at a time by bulldozing the grocer and the vegetable man and the butcher until one's cheeks burned with the silent imputation of parsimony that such close dealing implied. Three times Della counted it. One dollar and eighty-seven cents. And the next day would be Christmas.

There was clearly nothing to do but flop down on the shabby little couch and howl. So Della did it. Which instigates the moral reflection that life is made up of sobs, sniffles, and smiles, with sniffles predominating.

While the mistress of the home is gradually subsiding from the first stage to the second, take a look at the home. A furnished flat at \$8.00 per week. It did not exactly beggar description, but it certainly looked that word on the lookout for the mendicancy squad.

In the vestibule below was a letter box into which no letter would go, and an electric button from which no mortal finger could coax a ring. Also appertaining thereunto was a card bearing the name "Mr. James Dillingham Young."

The "Dillingham" had been flung to the breeze during a former period of prosperity when its possessor was being paid thirty dollars per week. Now, when the income was shrunk to twenty dollars, the letters of "Dillingham" looked blurred, as though they were thinking Mr. James Dillingham Young came home and reached his flat above, he was called "Jim" and greatly hugged by Mrs. James Dillingham Young, already introduced to you as Della. Which is all very good.

Della finished her cry and attended to her cheeks with the powder rag. She stood by the window and looked out dully at a gray cat walking a gray fence in a gray back yard. Tomorrow would be Christmas Day, and she had only \$1.87 with which to buy Jim a present. She had been saving every penny she could for months, with this result. Twenty dollars a week doesn't go far. Expenses had been greater than she had calculated. They always are. Only \$1.87 to buy a present for Jim. Her Jim. Many a happy hour she had spent planning something nice for him. Something fine and rare and sterling--something just a little bit near to being worthy of the honor of being owned by Jim.

8. Della counted out her \$1.87 and then

1. sat back and smiled
2. called Macy's Shopping Service
3. threw herself down and howled
4. got a job at the grocery

9. Della had managed to save her money by

1. stealing
2. bulldozing
3. moonlighting
4. breaking into a piggy bank

10. The rent on their apartment was

1. \$8 per month
2. \$200 per month
3. \$32-40 per month
4. \$80-90 per month

11. The James Dillingham Youngs had once been

1. rich
2. slightly more prosperous
3. slightly less prosperous
4. frugal

12. Della is faced with the problem of

1. too few servants
2. lack of love
3. dope addiction
4. poverty

13. This problem places her in conflict with

1. herself
2. her husband
3. society
4. circumstances

C. Read the following poem. On the separate answer sheet, write the numbers of the correct answer to each question.

THE EYE

by Rovinson Jeffers

The Atlantic is a stormy moat, and the Mediterranean,
The blue pool in the old garden,
More than five thousand years has drunk sacrifice
Of ships and blood and shines in the sun; but here the Pacific:
The ships, planes, wars are perfectly irrelevant.
Neither our present blood-feud with the brave dwarfs
Nor any future world-quarrel of westering
and eastering man, the bloody migrations, greed of power, battle-
falcons,
Are a note of dust in the great scale-pan.
Here from this mountain shore, headland beyond stormy headland
plunging like dolphins through the gray sea-smoke
Into pale sea, look west at the hill of water: it is half the
planet: this done, this half-globe, this bulging
Eyeball of water, arched over to Asia,
Australia and white Antarctica: those are the eyelids that
never close; this is the staring unsleeping
Eye of the earth, and what it watches is not our wars.

14. The first sentence in this poem ends with the word

1. garden
2. irrelevant
3. sun
4. scale-pan

15. The subject of this poem is actually the

1. Atlantic Ocean
2. Mediterranean Sea
3. Pacific Ocean
4. Antarctic Ocean

16. The Atlantic and Mediterranean are pictured as places where there has been a great deal of

1. peace and security
2. watching of the earth's affairs
3. playful activity
4. greed and fighting

17. The hostility of one nation for another is dwarfed by the
 1. immensity of the Pacific Ocean
 2. mountains of Europe
 3. migrations to the east
 4. sacrifices to the gods
18. The Pacific Ocean is pictured as a
 1. mote of dust in the great scale-pan
 2. stormy moat
 3. perfectly irrelevant body of water
 4. bulging eyeball of water
19. The eye of the earth is portrayed as
 1. gazing listlessly
 2. arched over Europe
 3. never sleeping
 4. watching our wars
20. Because of its tremendous size, the author considers the Pacific Ocean to be
 1. able to watch wars easily
 2. a perfect battleground
 3. above and beyond great wars
 4. watchful of man's quarrels

ASSIGNMENT SHEETSubject MathBook Contemporary's Building Basic Skills in Mathematics

Instructor _____

ASSIGNMENT:

1. Take the Pre-test on pages 1 through 10. Correct your work using the key on pages 11-19.
2. On the evaluation chart on pages 19-20, circle the number of each problem you missed. Copy this information on the yellow return answer sheet labeled Pre-Test Evaluation. RETURN this sheet on the next return date. (Do not worry about problems you could not do. On a pre-test you have many examples you have not had before.)
3. Start work on page 21. Correct each page as you finish. Compare each answer you missed with the one in the key. Each problem is worked out for you. This should help you find your mistake.
4. Fill out the chart on page 65. Circle the numbers of the problems you missed. If you had a score of 24 or more, go to the next unit on fractions. If you had a score of less than 24, STOP. Do not do any other work in this book at this time. Tear out page 65 and return it to your instructor. New work will be sent.
5. Work through the unit on fractions. Circle the problems you missed and record your score on page 115. If you had a score of 27 or more, go to the unit on decimals. If you had a score of less than 27, STOP. Return page 115 to your instructor. Different work will be sent.
6. Work through the unit on decimals. Circle the problems you missed and record your score on page 153. If you had 27 or more correct, go to the unit on percent. If you had less than 27, correct, STOP. Return page 153 to your instructor.
7. Work through the unit on percent. Circle the problems you missed and record your score on page 192. If you had 24 or more correct, do the post test. If you had less than 24 correct, STOP. Return page 192. New work will be sent.
8. Take the post test. Correct your work. Circle the number of each problem you missed. Put this information on the yellow Post-Evaluation Sheet. Return this sheet to your instructor.
9. Keep this book and this assignment sheet. You may need to stop and wait for new work to be sent before you finish the book. (Don't forget to send the return sheets after each test.)

ASSIGNMENT SHEETSubject: MathName of Book: Essential Mathematics for Life (Scott, Foresman)

1. Whole Numbers _____
2. Decimals and Fractions _____
3. Percents, Graphs, and Measurement _____
4. Basic Arithmetic Review, Geometry, & Algebra _____

Instructor: _____

ASSIGNMENT:

1. Read the section "To the Student" in the beginning of the book.
2. Notice the Word List and answer section in the back of the book.
3. Do each lesson and correct the work. Circle a wrong answer. Write in the correct answer.
4. Send in the Part 1 and Part 2 tests, after you've corrected them.
(The Geometry and Algebra book also has a Part 3 test, which should be sent in.)
5. Keep the book.

ASSIGNMENT SHEETSubject MATHEMATICSBook Basic Essentials of Mathematics, Second Edition, Part 1

Instructor _____

ASSIGNMENT:

1. Do Unit 1, Mastering addition, subtraction, multiplication, and division. After you complete EACH PAGE, correct your answers by using the enclosed Answer Key. Go back and re-do any problems that you missed. When you come to Page 32 do it as a REVIEW SHEET. After you've corrected it, tear it out and return it to your instructors at this time. Go on to Step 2.
2. Complete Unit 2, Fractions. Do pages 61-82 as a review. Correct them, tear them out, and return them to your instructors. Begin work on Step 3.
3. Do Unit 3, The Meaning of Decimals. Complete, correct, and return pages 85-86. Continue on to step 4.
4. Complete Unit 4. Take the time to go back and review any operations that gave you trouble. You will soon be receiving a Mastery Test on the materials that you have just completed. KEEP THIS BOOK for further review.
5. BE SURE YOUR NAME AND THE DATE ARE ON ALL SHEETS YOU RETURN.

ASSIGNMENT SHEETSubject MATHEMATICSBook Basic Essentials of Mathematics, Second Edition, Part 2

Instructor _____

ASSIGNMENT:

1. Work through Unit 1, Percent. As you complete EACH PAGE, use the enclosed Answer Key to correct your answers. Go back and review any problems you have missed. Complete, correct and return Pages 25-26 to your instructors as a review sheet. Continue on to Step 2.
2. Begin Unit 2, Common Measures. Use page 35-36 as a review. Return it to your instructors after you have completed and corrected it. Go on to Step 3.
3. Continue working in Unit 2. Do pages 43-44 as review. Return them to your instructors as soon as you have corrected them and go on to Step 4.
4. Continue Unit 2 as far as page 60. Do this as a review. After you have corrected and returned it, go on to Step 5.
5. Complete the work in Unit 2 and continue on to Unit 3, Equations. Do pages 83-84 as a review. Correct and return them; go on to Step 6.
6. Complete Unit 4, General Review. You will soon be receiving a Mastery Test of the work you have covered. KEEP THIS BOOK to aid you in review.
7. BE SURE YOUR NAME AND THE DATE ARE ON ALL SHEETS YOU RETURN.

NAME _____

DATE _____

CODE G M-1A F-4.0
GMM-2A

ASSIGNMENT SHEET

Subject Mathematics

Name of Book Steck-Vaughn, Mastery Review Test for Essentials of Math,
Second Edition

Part I

Part 2

Instructor Sharon Conrick, Lynda Jones

ASSIGNMENT:

1. Read the instructions on the front page.
2. Complete the test. Be sure to show all of your work on the test paper.
3. When the test is completed, return it to your instructor to be corrected.
4. After the test is returned and corrected, new math assignments will be prepared and sent to you.

NAME _____

DATE _____

CODE GED:M 20 _____

ASSIGNMENT SHEET

SUBJECT Mathematics

BOOK McGraw Hill: GED Mathematics Test

INSTRUCTORS Sharon Conrick and Lynda Jones

ASSIGNMENT:

1. DO NOT WRITE IN THIS BOOK. Please do all tests and chapter work on your own paper.
2. Read pages vi-viii and then work through the Pretest. Correct your answers and read the explanation for those problems that you missed. The Pretest is more difficult than the actual GED math test, so don't worry if there are many areas that you can't do.
3. Work through the remainder of the book. As you complete each page, use the answer key at the end of the chapter to correct your work. It's helpful to immediately review a problem so that you understand why you made an error.
4. Complete and correct Part 5, Posttest. After you've finished, fill in the table on the back of this sheet to estimate your GED math score.
5. Return the book and this assignment sheet to your instructor.

DATE _____

After checking your answers, calculate the number of problems you did correctly out of 40. Find the line which includes your number and circle it.

Number of Problems Correct	Estimated GED score
Less than 17	35 or below
17-24	45
25-32	55
33-40	65

Total number of correct answers you had _____

List any areas which continue to give you trouble _____

Amount of time spent on this book _____

NAME _____

DATE _____

CODE G M3-4½ hrs.; F-5.2ASSIGNMENT SHEETSubject MathematicsName of Book Steck-Vaughn Mathematics Skill Books #7700 Operations with Decimals and Percents #6600 Operations with Common Fractions #5500 Operations with Whole Numbers

Instructor _____

ASSIGNMENT:

1. Read the Introduction on page 1.
2. Work through the book. Be sure to read the definitions and directions at the top of each page before beginning the exercises. After each page is completed, correct the work by using the ANSWER KEY on pages 31-32. If there are any errors, review them before you go on to the next page.
3. Write your name and the date on page 29/30. Do the Check Up and Progress Test as a quiz. When you finish, correct the answers and write the score on the line at the bottom of each page. Tear out this page and return it. You will then receive a new math assignment.

ASSIGNMENT SHEET

Subject: English

Name of Book: Spelling Steps I___ II___ III___ (Steck Vaughn)

Instructor: _____

ASSIGNMENT:

1. Read the directions on page 5.
2. Do Lesson 1 to learn how to correct your work.
3. Keep working in the book until you finish it.
4. Check the words missed on the Master Spelling List in the back of the book. This will be a good study list for you.
5. Send in the Record of Progress on the last page.

ABE/GED HOME-STUDY PROGRAM

NAME _____

DATE _____

CODE ABE 1-5 Hrs. F-20

ASSIGNMENT SHEET

SUBJECT English

BOOK Steck-Vaugh: Names in Action, Action, Sentences in Action

INSTRUCTOR _____

ASSIGNMENT:

1. You should write in this book.
2. Begin on page 3.
3. Correct each page as you finish it. Answers begin on page 93.
4. Circle a wrong answer. Write the right answer. Re-read the question to learn from your mistakes.
5. Tear out and send in the Review at the end of each chapter. Correct each Review first.
6. Keep the book.

ASSIGNMENT SHEETSUBJECT EnglishINSTRUCTORS Lynda Jones and Sharon Conrick

GRAMMAR LAB:

☐ Nouns and Pronouns☐ Verbs☐ Adjectives, Adverbs, and other parts of speech☐ Subjects, Predicates and Agreement☐ Objects and Complements, Phrases and Clauses☐ Sentences

ASSIGNMENT:

1. Do NOT write in this book. Put your answers on a separate sheet of paper.
2. Read the "Introduction" on page 3 and then work through the book. An answer sheet has been included so that you can check each exercise as you complete it.
3. When you finish working through the book, complete the enclosed review sheet. Return the textbook, the answer sheet, and the completed review sheet to your instructor.

ABE/GED HOME-STUDY PROGRAM

NAME _____

DATE _____

CODE E-lab 2 hrs.

ASSIGNMENT SHEET

SUBJECT English

INSTRUCTORS Lynda Jones and Sharon Conrick

MECHANICS LAB:

_____ Spelling

_____ Punctuation I

_____ Punctuation II

_____ Capitalization

_____ Usage I

_____ Usage II

ASSIGNMENT:

1. Do NOT write in this book. Put your answers on a separate sheet of paper.
2. Read the "Introduction" on page 3 and then work through the book. An answer sheet has been included so that you can check each exercise as you complete it.
3. When you finish working through the book, complete the enclosed review sheet. Return the textbook, the answer sheet, and the completed review sheet to your instructor.

Assignment SheetSubject English - Verbs and SubjectsBook Steck-Vaughn: Language in Daily Living, Book IInstructor Lynda Jones, Sharon ConrickAssignment:

1. Read the "Introduction" and "How to Use This Book" on page 11.
2. Begin work on page 1 with Recognizing Verbs. It is VERY IMPORTANT that you read and follow the directions that are listed on page 3. These explain how to correctly work through the book. After you have studied these directions, read and work through the remainder of the book.
3. After you finish page 71, complete the review sheet which is on the back of this page. Return it to your instructor be corrected.

CIRCLE the verb that agrees with its subject.

1. There (was, were) no corrections on my paper.
2. The game (don't, doesn't) start until eight o'clock.
3. My interest in animals (goes, go) back to my childhood.
4. The results of this experiment (were, was) amazing.
5. July or August (are, is) the best time for a vacation.
6. Every one of these buttons (brings, bring) in a different station.
7. A scratch or a small cut sometimes (cause, causes) serious infection.
8. The rules for this game (doesn't, don't) make much sense to me.
9. One of the faucets (needs, need) fixing.
10. Here (is, are) the names of my customers.
11. Each one of these children (has, have) an interesting hobby.
12. There (weren't, wasn't) any tickets left for us.
13. The marks on the pavement (show, shows) were you skidded.
14. The weight of the crackers (were, was) printed on the package.
15. Either of these coats (fits, fit) you very well.
16. The size and the price of our yearbook (has, have) been increased.
17. This lamp (don't, doesn't) give enough light.
18. The pearls in this necklace (are, is) genuine.
19. Where (is, are) the saucers for these cups?
20. Every one of these plants (needs, need) water.

CIRCLE the letter of the one incorrect sentence in each group.

21. a. A knife and a spoon are all that you need.
b. We soon found out that crime doesn't pay.
c. Have either of the candidates answered our questions?
22. a. Only one of the problems was difficult.
b. A book or a magazine help to pass the time.
c. The cost of the repairs was covered by insurance.
23. a. Which one of these knobs controls the volume?
b. Here are the directions for the game.
c. The length of the theme really don't matter.
24. a. The frequency of the commercials spoil the program.
b. Each of my brothers plays a different instrument.
c. What were his objections to our plan?
25. a. The preparations for a party take much time.
b. There was no numbers on the house.
c. Every one of these posters deserves a prize.

RETURN ASSIGNMENT SHEET

NAME _____

Review: Capitalisation and punctuation

DATE _____

Write in ALL of the necessary punctuation and capitalisation marks in the following letter:

23 locust avenue

clayton ohio 29310

november 18 1982

superintendent of documents

united states government printing office

washington 25 d c

dear sir

can you please tell me how i may order copies of the bill of rights the declaration of independence and the constitution i would like to order thirty two copies of each document

is there a special price for ordering these documents for school use we plan to use them in our american history class thank you

yours truly

david n smith

BEST COPY AVAILABLE

8/82

50/2

ASSIGNMENT SHEET

SUBJECT English

BOOK Steck-Vaughn: Language in Daily Living, Book 4

INSTRUCTOR _____

ASSIGNMENT:

1. Read the "Introduction" and "How to Use This Book" on page ii.
2. Begin work on page 1 with Capitalisation. It is VERY IMPORTANT that you read and follow the directions that are listed on page 2. These explain how to correctly work through the book. After you have studied these directions, read and work through the remainder of the book.
3. When you finish page 79, complete the return review sheet which is on the back of this page. A new assignment will be sent when this review sheet is received by your instructor.

NAME _____

DATE _____

CODE GE-1AB 10hrs F-6

ASSIGNMENT SHEET

SUBJECT English

BOOK Contemporary: Building Basic Skills in Writing, Book 1

INSTRUCTOR _____

ASSIGNMENT:

1. Read "To the Learner" on pages 1-3. Complete the Pre-Test on pages 4-11. Use the key on pages 12-13 to correct your answers. Be sure to fill in the Test Score Record on page 14.

(Work through the book, completing and correcting all exercises as you come to them. If any exercise gives you trouble, go back and review the chapter before you go on to new work.

3. Do the Post-Test on pages 180-187. The answer key is on pages 188-189. After you have corrected the test, copy your scores on the Test Score Record, page 14. Write your name on the bottom of this page, tear it out, and return it. You may KEEP YOUR BOOK for review.
4. Your next assignment will be sent as soon as the TEST SCORE RECORD is received.

ASSIGNED HOME-STUDY PROGRAM

NAME _____

DATE _____

CODE G E-2AB 10 Hrs.

ASSIGNMENT SHEET

Subject English

Book Contemporary's Building Basic Skills in Writing-Book 2

Instructor _____

ASSIGNMENT:

1. Do the Pre-Test on pages 1-6. Use the answer key on pages 7-8 to correct your test. Write your scores on the Test Score Record, page 9.
2. Read and work through each lesson. Be sure to review any material which gives you trouble on the exercises before you go on to a new chapter.
3. Complete and correct the Post-Test on pages 139-147. Copy your scores on page 9, the Test Score Record. Write your name on this page, tear it out and return it.
4. A new assignment will be sent to you when the TEST SCORE RECORD is received. Keep your book and use it for review until you receive your new assignment.

NAME: _____

DATE _____

CODE G-E 2/8 hrs; F-6

ASSIGNMENT SHEET

SUBJECT English

BOOK Steck Vaughn Language Skill Book Series

_____ #720 Nouns, Pronouns, and Verbs

_____ #940 Adjectives thru Interjections

_____ #610 Capital Letters, Punctuation, and the Sentence

_____ #830 Usage

INSTRUCTOR _____

ASSIGNMENT

1. Read the Introduction on the front page of this book.
2. As you begin to work through the book, always read the definitions and rules at the top of a section. Do about half of each exercise and then correct your answers by using the key at the end of the book. If you have no problems, go directly on to the next page. If you missed several answers, or if you feel unsure of the material, continue to do the remaining exercises.
3. AFTER you have completed the book, do the enclosed review sheet. Return only this review sheet to your instructor. Your next assignment will then be sent.

BEST COPY AVAILABLE

7/82

Enc: 4

RETURN ASSIGNMENT SHEET

Underline the correct word in each set of parentheses:

1. I did enjoy reading those (stories, storys) about pioneer life, but it seems to me that the (heros, heroes) were too good to be true.
2. The (chairman, chairmen) of the two clubs arranged a joint meeting, and the two (secretaries, secretarys) flipped a coin to decide who would take the minutes.
3. Each student should vote according to (his, their) own (beliefs, believes).
4. Both of them made (his, their) reports interesting and lively.
5. Is that (you're, your) last word on the subject?
6. Our group meeting was much more interesting than (there's, theirs).
7. (Who's, Whose) turn is it to speak now?
8. (We, Us) boys in the back cannot hear a word (you're, your) saying.
9. Will you and (he, him) act in the operetta also?
10. I had hoped that (you, Ken) and (Ken, you) would fill in the extra parts.
11. All (babies', baby's) cries sound similar.
12. We have heard his opinion; now (lets, let's) hear (yours, your's, yours').
13. The (men's, mens, mens') choir is meeting on Friday night.
14. I'll divide this big cake (between, among) you and Jane, and then each of you can pass out smaller pieces (between, among) all of your friends.
15. You and (I, me) can easily (bring, take) that heavy carton up the stairs.
16. (This, These) kind of game (is, are) fun.

RETURN ASSIGNMENT SHEET

Underline the correct answer in each set of parenthesis:

1. Will you sit (beside, besides) me while we wait (on, for) the train.
2. When you go (into, in) the house, please see if the hammer is (into, in) my tool box.
3. I must hurry to rake the leaves (off, off of) the walks because people will be arriving (about, at about) six o'clock.
4. Don't you feel (good, well)?
5. You should always (raise, rise) when an older person enters the room.
6. You (can, can't) scarcely see through the fog.
7. (Them, Those) yellow roses look (beautiful, beautifully).
8. You (sure, surely) play a fine game of tennis!
9. Nobody has seen (no, any) sign of that dog all day.
10. Sally (taught, learned) me how to drive.
11. Joan's mother won't (leave, let) her swim beyond the raft.
12. He is the (better, best) of the two race car drivers.
13. The Clark's car is (newer, newest) and rides (more comfortably, most comfortable) than ours.
14. It is neither here (or, nor) there.
15. (Here, Hear) in this suitcase (is, are) our belongings.
16. It looked (as though, like) it would never stop snowing.
17. My life is certainly different (than, from) Jane's
18. I (is, am) neither brilliant (or, nor) dull.
19. Don't (sit, set) your goals (to, two, too) high!
20. (There, Their, They're) is no peace (between, among) the three brothers.

21. I would ride the bus if I had the (fair, fare).
22. The road runs (beside, besides) the river for many miles.
23. Dad arrived (in, at) the airport an (our, hour) late.
24. He is still angry (at, with) us.
25. The potatoes taste very (strong, strongly) of salt.

NAME _____

DATE _____

CODE G-E; 2hrs. #610

RETURN ASSIGNMENT SHEET

Place the necessary capital letters and all punctuation marks in the following sentences:

1. johany have you finished your science asked the teacher
2. the winter months are december january and february
3. its so hot outside i had to come in
4. lincoln died on april 15 1865 in washington d c
5. it is little wonder that the child felt bitter and angry and lonely
6. our cat a golden siamese has blue eyes
7. i called and called said the boy but nobody answered
8. the boys voice however couldnt be heard over the stereos blasting sounds
9. frank asked if i would help him tonight
10. mr winchell i understand has gone on a vacation trip to eurcpe
11. i enjoyed reading the tale of two cities
12. the catskill mountains in new york are very beautiful in the fall
13. he bought several kinds of fruit oranges apples bananas and tangerines
14. you have been told often sally yet you dont seem to understand
15. its too bad its raining today isnt it
16. my piano lesson is at 4 30 on wednesday
17. president lincoln hoped that the north and the south could peacefully settle the issue of slavery

NAME _____

DATE _____

CODE G-E 2 hrs. #830

RETURN ASSIGNMENT SHEET

Read the sentences below and decide which ONE of the underlined sections in each sentence is incorrect. In the answer column, circle the number of the incorrect section. If NONE of the underlined sections is incorrect, circle number 5 in the answer column.

ANSWERS

- (1) The epic, Gone with the Wind, deal with events that occurred
during the Civil War era.
- (2) Shall you be at home, let us say, at two o'clock on Sunday?
- (3) We see Mr. Lewis' take his car out of the garage every day.
- (4) We don't need no tickets because we bought ours yesterday.
- (5) "Who shall I say called?" the butler asked?
- (6) Both my wife and my son asked me to make him bacon and eggs
for breakfast.
- (7) There are much more problems in Jack's family than in yours.
- (8) If it's a choice between Rose and her, I'd say Rose is the
smartest, wouldn't you?
- (9) The child was sent to buy milk and for bringing home fresh bread.
- (10) We Americans have opportunities to show the rest of the world how
real democracy functions and lead to the improvement of mankind.

NAME _____

DATE _____

CODE G ECP: 6hrs. F-9ASSIGNMENT SHEETSUBJECT EnglishBOOK Mastering Capitalization and Punctuation

INSTRUCTOR _____

ASSIGNMENT:

This book is intended to help you brush up on your punctuation and capitalization. Read the information at the top of each page and do about half of the examples. Check your answers with the enclosed answer book. If you had no difficulty, go on to the next page. However, if you had several errors, or if you feel unsure of the material, finish the remaining work before you go on.

1. Begin with capitalization and do pages 1-14. Complete Review Sheet #1 and return it to your instructor.

(You may immediately begin work on punctuation, page 15, and continue through the book. Do Review Sheet #2 as a final summary.

3. Return Review Sheet #2 and the answer book. A new assignment will then be prepared for you.

BEST COPY AVAILABLE

RETURN ASSIGNMENT SHEET

Capitalization Review: In the following sentences, write in all of the necessary capital letters.

1. 1 enjoyed reading the tale of two cities.
2. kenny was born in february and karen in april.
3. when our family went to the white house, we saw the president.
4. my english teacher is mrs. jones.
5. julie shouted, "don't let that dog in the house!"
6. we are going to uncle pete's farm in pennsylvania next sunday.
7. last august there was a fake civil war battle with the north against the south.
8. i met my mother at j.r.egan's for lunch.
- 9(in what state is lake okeechobee?
0. the freshman expects to study biology, spanish, french, and math.
1. the adirondack mountains in new york are very beautiful.
2. pasadena, california, is the setting for the rose bowl football game.
3. margaret requested, "please read me a christmas carol by charles dickens."
4. have you ever seen niagara falls from the canadian side?
5. the international paper company employs many people.
6. the poem reads: up the airy mountain,
down the rushy glen...
7. in the west, we plan to visit the grand canyon as well as the southern half of california.
8. we're leaving kennedy international airport at 8 p.m., and we arrive in lisbon, portugal, seven hours later.
9. jack works for the general electric company in hudson falls, new york.
0. in history II we will study the industrial revolution, world war I, world war II, and the atom age.

TURN ASSIGNMENT SHEET

Read the following sentences and insert any necessary punctuation and capitalization marks.

what is the dogs name harry

hurrah there he is now

bonnie Bob and Chris arrived on time

I hope Joe said that youll let me go too

the night cool and clear hinted of the coming fall

The Browns live at 145 melrose avenue st petersburg florida

He said where are you

Where are you he said

Where he said are you

you have been warned often douglas but you dont seem to listen

whos at the door frances

the boys mothers all gathered at the Smiths house

the voice stopped the music enchanted everyone

arent there too many ands in your sentence

the policeman stated the driver was going ten miles over the speed limit

miami a well-known resort has become quite commercialised

its too bad its raining today isnt it

the road was jammed with summer traffic long lines of cars stood waiting to move

these are the first signs of spring raindrops crocuses daffodils kites and mud

when the lion had eaten the zoo keeper tossed him another bone

BONUS: Use punctuation and capitals to make sense of:

that that is is that that is not is not is not that it it is

Time spent on this quiz _____

BEST COPY AVAILABLE

NAME _____

DATE _____

CODE G EU 6hrs F-7ASSIGNMENT SHEETSUBJECT EnglishBOOK Continental: Mastering Good Usage

INSTRUCTOR _____

ASSIGNMENT:

Working through this book will give you the extra information and practice necessary to help improve your knowledge of usage. Read the information at the top of each page, complete the exercises, and then check your answers with the enclosed answer book.

1. Verbs: Do pages 1-11. After you have finished these pages, do page 12 as a quiz. Write your name on the top, tear out the page, and return it to your instructor.
2. Agreement and pronouns: Do pages 13-32. Complete page 33/34 as a review of this area. Tear it out and return it to be corrected.
3. Misused words: Do pages 35-42. In your book, complete page 43/44 as a final review. Tear it out and return it. Also return your ANSWER BOOK. After these have been received, you will be sent your next assignment.

BEST COPY AVAILABLE

ABE/GED HOME-STUDY PROGRAM

NAME _____

DATE _____

CODE E: 5 Hrs.

ASSIGNMENT SHEET

SUBJECT English

BOOK Mastering the Sentence, Continental Press

INSTRUCTOR _____

ASSIGNMENT:

1. Read the information at the top of each page and complete the exercises. Use the answer book to correct your work.
2. Complete pages 29-30 as a review sheet. Tear this page out and return it to your instructors. Be sure to write your name on the top of the page.
3. Work through the remainder of the book. When you complete page 59-60, tear it out and return it, along with the answer book to your instructor.

ASSIGNMENT SHEET

SUBJECT English

BOOK Jamestown: A Skill at a Time Series

_____ #3 Understanding Figurative Language

_____ #4 Getting The Author's Tone

_____ #5 Reading Between the Lines

_____ #8 Recognizing Points of View

_____ #9 Perceiving the Author's Intent

(INSTRUCTOR _____

ASSIGNMENT:

1. Read all of the introductory material on pages 4 thru 11. Please DO NOT underline or write in this book. Use your own paper for notes.
2. On page 12 and continuing through the rest of the book will be a series of reading paragraphs and questions. As you read and answer each question, write the letter of your answer on the RETURN ANSWER SHEET found on the back of this assignment.
3. The answers to each question are located in the back of the book. I suggest that you do 5 questions and then correct them. If you made any mistakes, go back and check the correct answer before you go on to the next group of five (5).
4. When you have finished all 100 questions, record your total number of correct answers. Return BOTH the book and the answer sheet to your instructor.

ASSIGNMENT SHEETSUBJECT EnglishBOOK The Cambridge Program for the Writing Skills Test

INSTRUCTOR _____

ASSIGNMENT:

1. Do NOT write in this book. Put all of your answers on your own paper.
2. Do the Predictor Test: Grammar and Usage which begins on page 1. Check your answers with the key at the end of the test and record your score on the back of this assignment sheet.
3. Work through the book and then complete the Simulated Test: Grammar and Usage which begins on page 105. After you correct the test, record your score on the answer sheet.
4. Continue working through the book in this manner. Do each Predictor Test, correct your answers, and record your score. Read the lessons, paying particular attention to those areas which gave you trouble on the Predictor tests. Finally, complete the Simulated Test and record your score on the back of this sheet.
5. As a final review, do Simulated Test I which begins on page 261. Keep track of your time. Try to complete the test within 75 minutes, since this is the amount of time you'll have on the actual GED test. After you correct your test and review your answers, record the number of correct answers you had, as well as your simulated GED score. Use the score chart on page 281 to find this simulated score.
6. Follow the same directions for Simulated Test 2, page 273. When you complete this test, return the answer sheet and the textbook to your instructor.

RETURN ANSWER SHEET

NAME _____

DATE _____

Cambridge: The Writing Skills Test

1. Predictor Test: Grammar and Usage (page 1) _____/25
number of correct answers
2. Simulated Test: Grammar and Usage (page 103) _____/25
number of correct answers
3. Predictor Test: Sentence Structure and Meaning (page 112) _____/25
number of correct answers
4. Simulated Test: Sentence Structure and Meaning (page 178) _____/25
number of correct answers
5. Predictor Test: Logic and Organisation (page 186) _____/15
number of correct answers
6. Simulated Test: Logic and Organisation (page 212) _____/15
number of correct answers
7. Simulated Test: Capitalization and Punctuation (page 239) _____/20
number of correct answers
8. Simulated Test: Spelling (page 254) _____/20
number of correct answers
9. Simulated GED Test I (page 261) _____/80 SCORE _____
number of correct answers
10. Simulated GED Test 2 (page 273) _____/80 SCORE _____
number of correct answers

Amount of time spent on this book _____

List any areas in which you would like additional review:

ASSIGNMENT SHEET

SUBJECT English

BOOK Cambridge Exercise Book for the Writing Skills Test

INSTRUCTOR "

ASSIGNMENT:

1. DO NOT WRITE IN THIS BOOK. Put your answers on a separate sheet of paper.
2. The best way to review for the GED Test, once you've mastered the basic skills, is to practice these skills over and over. This book is solely for that purpose. Do each exercise and then check your answers.
3. After you have checked the answer to an exercise, record your score on the Return Score Sheet which is found on the back of this page.
4. When you complete the book, return the book and this sheet to your instructor. If you are having difficulties with any area, please make a note of this on the bottom of your Score Sheet

Cambridge Exercise Book

DATE _____

As you correct each exercise, write the number of CORRECT answers on this sheet.A. GRAMMAR AND USAGE, pages 1-25;
15 possible correct answers

Exercise Number

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____

B. EFFECTIVENESS OF EXPRESSION, pages 47-51
15 possible correct answers

Exercise Number

26. _____
27. _____
28. _____
29. _____
30. _____

Exercises 31-40; 10 possible answers

31. _____
32. _____
33. _____
34. _____
35. _____
36. _____
37. _____
38. _____
39. _____
40. _____

CAPITALIZATION AND PUNCTUATION, pp. 73-8
15 possible correct answers

82

- | | |
|-----------|-----------|
| 41. _____ | 46. _____ |
| 42. _____ | 47. _____ |
| 43. _____ | 48. _____ |
| 44. _____ | 49. _____ |
| 45. _____ | 50. _____ |

NAME _____

DATE _____

CODE GED/E 3 Hrs.

ASSIGNMENT SHEET

SUBJECT _____

BOOK Cambridge: Writing Skills Exercises

INSTRUCTORS _____

ASSIGNMENT:

1. Read and work through this book to gain experience in answering questions that will appear on the Writing Skills section of the GED test.
2. As you complete each exercise, use the answer key at the end of the book to correct your work.
3. After you correct each exercise, use the answer key as your evaluation sheet and circle the exercise number of each of your errors.
4. When you complete the book, write your name at the top of page 50. Be sure that all of your mistakes have been circled. Tear out pages 50 - 59 and return them to your instructor.

ASSIGNMENT SHEET

SUBJECT English

BOOK McGraw Hill: GED Writing Skills Test

INSTRUCTORS Lynda Jones and Sharon Conrick

ASSIGNMENT:

1. DO NOT WRITE IN THIS BOOK. Please put all of your answers on a separate piece of paper.
2. Read "To the Student" through "How to Use this Book," pages v-xii.
3. Do the Pretest on your own paper. Correct your answers, and then fill in the Pretest Weakness Identification Key found on the back of this assignment sheet. Circle the number of each answer you missed.
4. Begin Chapter One and continue to work through the book. Correct your work as you go, using the answer keys at the end of each chapter.
5. After you complete and correct the Post Test, record your scores on the Post Test Weakness Identification Key. Return your book and this sheet to your instructor.

NAME _____

DATE _____

PRE-TEST WEAKNESS IDENTIFICATION KEY

After you have corrected your answers, circle the numbers below of the answers you had incorrect.

<u>Topic</u>	<u>Question Numbers</u>
Spelling	1, 2, 3, 4, 5, 6, 7, 8, 9, 10
Punctuation and Capitalization	11, 12, 13, 14, 15, 16, 17, 18, 19, 20
Grammar and Usage	21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44
Diction and Style	45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56
Sentence Structure	57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68
Logic and Organization	69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80

total number correct _____

POST-TEST WEAKNESS IDENTIFICATION KEY

<u>Topic</u>	<u>Question Numbers</u>
Spelling	1, 2, 3, 4, 5, 6, 7, 8, 9, 10
Punctuation and Capitalization	11, 12, 13, 14, 15, 16, 17, 18, 19, 20
Grammar and Usage	21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44
Diction and Style	45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56
Sentence Structure	57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68,
Logic and Organization	69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80

183

Amount of time spent on this book _____

Total number correct- _____

BEST COPY AVAILABLE

ABE/GED HOME-STUDY PROGRAM

NAME _____

DATE _____

CODE G ER-15 hrs. F-9

ASSIGNMENT SHEET

SUBJECT English

BOOK Regnery: GED Test 1 The Writing Skills Test

INSTRUCTOR _____

ASSIGNMENT:

1. Do NOT write in this book. Put all of your answers on the separate answer sheets and your own paper.
2. Read the Introduction, pages IX-XVIII. Do the Writing Skills Inventory and write your answers on the enclosed Inventory sheet. Return this sheet to your instructor after you have checked the answers, using the key on pages 12-15. Be sure to complete the evaluation Chart which is on the back of this assignment sheet.
3. Work through the book. Take the time to do each chapter review test and go back over any material that gives you trouble.
4. As a final test, do the Inventory on pages 277-292. Write the answers on the enclosed Final Writing Skills Inventory sheet and return it after you've corrected the final test. Fill out the Evaluation Chart on the back of this assignment sheet. Compare the marks from your Inventory Chart to those you received on the Final Inventory Chart. If there are any areas in which your score did not improve, more practice work will be sent to you. Return your book, the inventory sheet, and the Return Answer Sheet.

Return Answer Sheet

Name _____

Date _____

I. Inventory Evaluation Chart

Subject Area	Question Total	Number Right
Spelling	10	
Capitalization	4	
Punctuation	5	
Grammar and Usage	20	
Style and Diction	5	
Sentence Structure	10	
Logic and Organization	6	

Passing Score: 40 right out of 60

Your score: _____ right out of 60

II. Final Writing Skills Inventory Chart

Subject Area	Question Total	Number Right
Spelling	10	
Capitalization	6	
Punctuation	9	
Grammar & Usage	30	
Style and Diction	15	
Sentence Structure	15	
Logic and Organization	15	

Passing Score: 66 right out of 100

Your score: _____ right out of 100

III. Amount of time spent on this book _____

WASHINGTON-WARREN-HAMILTON-ESSEX COUNTIES
 BOARD OF COOPERATIVE EDUCATIONAL SERVICES
 SOUTHERN ADIRONDACK EDUCATION CENTER
 Dix Avenue, Hudson Falls, New York 12839
 Phone (Area 518) 793-7721

GRASP - Sepcial 310, ABE - funded Project
 Home-Study

MATH

CURRICULUM

The student is able to:

	1	2	3
I. Perform operations with whole numbers			
A. Addition			
B. Subtraction			
C. Multiplication			
D. Division			
II. Perform operations with fractions			
A. Addition			
B. Subtraction			
C. Multiplication			
D. Division			
III. Perform operations with decimals			
A. Addition			
B. Subtraction			
C. Multiplication			
D. Division			
IV. Solve word problems involving the following:			
A. Whole numbers			
B. Fractions			
D. Decimals			
V. Perform the following operations using percent:			
A. Interchange decimals and percents			
B. Interchange fractions and percents			
C. Find the percent of a given number			
D. Find the whole when a part and percent are given			
E. Find the percent when a whole and part are given			

	1	2	3
VI. Perform Operations with measurement			
A. Solve problems using common measures (time, length, weight, capacity, and metric) in the following areas:			
1. Addition			
2. Subtraction			
3. Multiplication			
4. Division			
5. Fractions			
B. Interpret scale drawings			
C. Use formulas to determine perimeter and area for:			
1. Rectangle			
2. Triangle			
3. Circle			
D. Determine volume of any given three-dimensional figure			
E. Compute averages			
F. Read and interpret line, bar and circle graphs			
VII. Solve word problems using measurement and formulas			
VIII. Perform operations with equations, ratios and proportions			
IX. Solve word problems using equations, ratios and proportions			
X. Know the underlying concepts of the number line			

Rating Levels:

1. Mastered prior to entry in program
2. Instructed: the student has received instruction in the skill
3. Proficient: the student has mastered the skill

Instructor comments and recommendations:

Student Name _____ R _____ M _____

Date of Entry _____ Termination Date _____

WASHINGTON-WARREN-HAMILTON-ESSEX COUNTIES
 BOARD OF COOPERATIVE EDUCATIONAL SERVICES
 SOUTHERN ADIRONDACK EDUCATION CENTER
 Dix Avenue, Hudson Falls, New York 12839
 Phone (Area 518) 793-7721

GRASP - Sepcial 310, ABE - funded Project
 Home-Study

READING

CURRICULUM

Minimum Competencies for Program Entry

Comprehension Skills

The student will demonstrate a minimum competency
 in the following basic reading skills test:

- A. Locating the Answer
- B. Getting the Facts
- C. Identifying the Main Idea
- D. Drawing Conclusions
- E. Detiecting the Sequence
- F. Using the Context

I. Major Skills in Reading Comprehension Competencies

Given a reading selection, the student should be able to understand,
 identify, and/or use the following:

	<u>Level of Mastery</u>		
	ABE-I	ABE-II	GED
A. Main idea			
B. Details and facts			
C. Relationships			
1. Cause-effect			
2. Classification			
3. Opposites (Comparison/Contrast)			
4. Place			
5. Part/Whole			
6. Sequence			
7. Size			
8. Time			
9. Signed Words			
D. Judgment			
E. Conclusion			
F. Inference			

II. Supporting Skills in Reading Comprehension Competencies

The student, given a written or pictorial selection from materials in
 natural science, social studies, literature, general or practical reading,
 should be able to:

A. Differentiate between fact and opinion			
B. Understand characterization			
C. Recognize tone and/or mood			
D. Identify point of view			

	ABE-I	ABE-II	GED
E. Recognize the following:			
1. Figurative language			
2. Symbolism			
3. Idiomatic Language			
F. Identify literary techniques and devices			
G. Determine Author's intent			
H. Obtain information from:			
1. Maps			
2. Charts			
3. Graphs			
4. Diagrams			
5. Tables			
6. Definitions			
I. Detect			
1. Bias			
2. Propaganda			
3. Prejudice			
J. Apply the techniques of:			
1. Previewing			
2. Skimming			
3. Scanning			
K. Extract information from examples of practical reading such as:			
1. Reference materials			
2. Media sources			
L. Use test-taking strategies			

III. Competencies in Word Analysis and Vocabulary

The student, in the area of word analysis and/or vocabulary, should be able to:

Competency			
A. Recognize and/or use			
1. Synonyms			
2. Antonyms			
3. Homonyms			
4. Homographs			
B. Recognize and/or use			
1. Prefix			
2. Suffix			
3. Root words			
C. Recognize and use			
1. Contractions			
2. Compound words			
D. Recognize meaning through context			
E. Recognize multiple meanings			
F. Recognize vocabulary specific to the content areas			

BEST COPY AVAILABLE

WASHINGTON-WARREN-HAMILTON-ESSEX COUNTIES
 BOARD OF COOPERATIVE EDUCATIONAL SERVICES
 SOUTHERN ADIRONDACK EDUCATION CENTER
 Dix Avenue, Hudson Falls, New York 12839
 Phone (Area 518) 793-7721

GRASP - Sepcial 310, ABE - funded Project
 Home-Study

English Competencies

Given a written selection, the student should be able to apply to following rules:

	ABE I	ABE II	CED
I. Spelling			
A. Recognize errors in words which conform to standard spelling rules			
B. Recognize errors in words which do not conform to standard spelling rules			
II. Capitalization - Detect and correct errors in capitalization			
III. Punctuation - Recognize and properly use the following:			
A. End Marks			
B. Commas			
C. Colons and semi-colons			
D. Quotation Marks			
E. Underlining			
F. Parentheses			
G. Apostrophe			
H. Hyphen and Dash			
IV. Parts of Speech - Recognize and use correctly the right parts of speech by their function within a sentence			
A. Nouns and Pronouns			
B. Verbs and Verbals			
C. Modifiers			
D. Conjunctions, Interjections			
V. Sentence - Identify and use a variety of sentence structures			

		ABE I	ABE II	GED
VI.	Usage - recognize and correct errors in			
	A. Subject - Verb Agreement			
	B. Pronouns and Antecedents			
	C. Placement and Use of Modifiers			
	D. Parallel construction			
VII.	Logic and Organization - recognize and revise a written selection considering the following elements:			
	A. Irrelevancy			
	B. Sentence Relationships			
	C. Diction			
	D. Economy of words			
	E. Clarification of style/meaning			
	F. Sentence order			
	G. Paragraphing			



ABE/GED BIBLIOGRAPHY
OF
BOOKS AND INSTRUCTIONAL MATERIALS

GRASP HOME-STUDY
W-W-H-E BOOKS
HUDSON FALLS, NEW YORK 12839
(518) 793-7721, ext. 224

BEST COPY AVAILABLE

BEST COPY AVAILABLE

READING

Drennan, Narveline. Achievements in Reading. Steck-Vaughn. Austin, Texas. Reading level- 4-5; answer key bound in.

Drennan, Narveline. Discoveries in Reading. Steck-Vaughn. Austin, Texas. Reading level 5-6; answer key bound in.

Malone, Violet and Alan B. Knox. People. Messages. Cultures. Coping. Scott, Foresmen Lifelong Learning Division, Glenview, Illinois. 1981. Reading levels for each book: A - 2.0-2.9; B - 3.0-3.9; C - 4.0-4.9; D - 5.0-5.5; E - 5.5-5.9; F - 6.0+; Answer keys included.

Instructor's Guide. Contains excellent background information on all ABE reading skills.

Boning, Richard. Barnell Loft Skills Books: Detecting the Sequence. Getting the Main Idea. Drawing Conclusions. Using the Context. Following Directions. Reading levels: D (4); E (5); F (6); Answer keys are extra (25¢).

Pauk, Walter. Essential Skills Series: Books 5,6,7,8,9,10. Jamestown Publishers. Providence, RI. Reading levels 5-7; includes answer key and diagnostic chart.

Williston, Glenn R. Comprehension Skills Series: Understanding the Main Idea. Making a Judgment. Understanding Characters. Drawing a Conclusion. Making an Inference. Recognizing Tone. Appreciation of Literary Forms. Retaining Concepts & Organizing Facts. Isolating Details & Recalling Specific Facts. Understanding Vocabulary. Jamestown Publishers, Providence, RI. Answers included. Can be non-consumable if answer sheets are included. Reading levels: Middle- 4-8; Advanced 8-12.

Ryan, Fuller, Habecker, Goldberg, Myers & Kronenberg. New Phonics and Word-Analysis Skills. (Duplicating Masters) The Continental Press, Inc., Elizabethtown, Pa. Reading levels 1-6.

Emans & Lam. The Reading Essentials Series: Context Clues. (duplicating masters). Continental Press, Inc., Elizabethtown, Pa. Reading levels 1-6.

Cosby, Bill, "How to Read Faster"; Randall, Tony. "How to Improve Your Vocabulary". Michener, James. "How to Use a Library". reprints of articles provided free of charge by the International Paper Company.

-----, Building Basic Skills in Reading, Books 1 and 2. Contemporary Books, Inc. Chicago, Illinois. Reading level: 5.0-7.9. Includes pre-test, post-test, and answer key.

Wortmann, Peter. The Reading Skills Test. Cambridge Book Company. New York, New York. Reading level: 8.9+. Includes diagnostic test and simulated GED tests.

-----, Exercise Book for the Reading Skills Test. Cambridge Book Company. New York, New York. Reinforces skills with a full length simulated GED Reading Skills Test.

ENGLISH

Bailey, Mildred Hart. Spelling Steps Part 2. Steck-Vaughn Company. Austin, Texas. Reading level 4-6. Master spelling list and answers included.

Costello, Ealine. Action English Series: Names in Action and Actions. Steck-Vaughn Company. Austin, Texas. Reading level: 4-5. Answer key bound in.

Fleming, Lillian J. et al. Building Basic Skills in Writing, Book 1. Contemporary Books, Inc. Chicago, Illinois. Reading level: 5.0-7.9. Includes pre-test, post-test, skills chart, and answers.

Bryant, Nerissa Bell and Loy Hedgepeth. Language in Daily Living Book 4: Punctuation and Capitalization. Steck-Vaughn Company. Austin, Texas. Reading level: 5-8; answer key bound in.

Grizzard, Mabel Y. Language Skills Books: 610-Capital Letters, Punctuation, the Sentence; 720 - Nouns, Pronouns, and Verbs; 830 - Usage; 940 - Adjectives, Adverbs, Prepositions, Conjunctions, Synonyms, Homonyms, Interjections. Steck-Vaughn Company. Austin, Texas. Reading level: 4-8. Answers bound in.

Parks, Raffensperger & Black. Basic Foundation Units in English: Mastering the Sentence; Mastering Good Usage; Mastering Capitalization and Punctuation. Reading level: 7-12; answer key is separate. Duplicating masters available. Continental Press, Inc. Elizabethtown, Pa.

Spargo, Edward and Raymond Harris. Reading the Content Fields: English. Jamestown Publishers. Providence, R.I. Advanced level, grades 7-10. Answer key bound in.

Pauk, Walter. A Skill at a Time: Reading Between the Lines; Perceiving the Author's Intent; Getting the Author's Tone; Getting the Main Point; Recognizing Traits of Character; Recognizing Points of View. Jamestown Publishers. Providence, R.I. Reading level: 9-13+. Answer key bound in. Can be non-consumable if answer sheet is included.

Henney, R. Lee. Systems 3: Literature. Follett Publishing Company. Chicago, Illinois. GED reading level; power tests included; answers bound in.

Foote, Timothy. G.E.D. Test I: The Writing Skills Test. F.E. Braswell Company. Raleigh, N.C. Separate diagnostic prescriptive answer booklet for pre and final inventory; answers bound in.

-----, The Writing Skills Test. Cambridge Book Company. New York, New York. Answers bound in; predictor and simulated tests included.

-----, Exercise Book for the Writing Skills Test. Cambridge Book Company. New York, New York. Includes full length simulated GED test in writing skills.

BEST COPY AVAILABLE

Mathematics

Editorial Staff. Steps to Mathematics, Second Edition, Books 1 and 2. Steck-Vaughn. Austin, Texas. Reading levels: Book 1 (1-2); Book 2 (3-4); Answer keys separate.

Shea, James T. Basic Essentials of Mathematics, Second Edition, Books 1 and 2. Steck-Vaughn. Austin, Texas. Reading level: 5-9; Answer keys and mastery tests included.

----- Building Basic Skills in Mathematics. Contemporary Books, Inc., Chicago. Reading level: 5-7.9. Answers and solutions bound in.

Howett, Jerry. Number Power; Number Power 2. Contemporary Books, Inc. Chicago, Illinois. Pre-GED reading level, 5.0-7.0. Includes diagnostic test, skills charts, and final inventory. Answers are bound in.

Shea, James T. Mathematics Skill Books: 5500 Whole Numbers; 6600 Common Fractions; 7700 Decimals, Percents, and Percentages. Steck-Vaughn. Austin, Texas. Reading level: 4-8. Bound-in answer keys.

Teschner, Freedman & Allwein. Basic Foundation Units in Mathematics - duplicating masters. Mastering Fractions, Part 1 and 2; Mastering Decimals, Part 1 and Part 2; Mastering Percentage. Continental Press, Inc. Elizabethtown, Pa. Answer keys available.

----- Essential Mathematics for Life: Book 1 Whole Numbers; Book 2 Decimals and Fractions; Book 3 Percents, Graphs, and Measurement; Book 4 Basic Arithmetic Review, Geometry, and Algebra. Scott, Foresman Lifelong Learning Division. Glenview, Illinois. Reading level: from zero math ability to GED level; answer keys bound in. Instructor's guide available.

SCIENCE

Spargo, Edward and Raymond Harris. Reading the Content Fields: Science. Jamestown Publishers. Providence, R.I. Reading level: Middle (4-8); Advanced (8-12); Progress chart and answer key bound in.

Vernado, Jewel. Basic Science for Living, Book 1 and Book 2. Steck-Vaughn. Austin, Texas. Reading level: Book 1 (7-8); Book 2 (8-9); Answer key bound in; mastery test included.

----- The Cambridge Program for The Science Test. Cambridge Book Company. New York, New York. Answers bound in. Includes predictor test and simulated GED test.

SOCIAL STUDIES

Kohut, Range, Ulrich & Prossier. Basic Social Studies: Geography. (Duplicating masters). The Continental Press, Inc. Elizabethtown, Pa. Reading levels: Grades 4-6; answer key available; teacher's guide included.

Kohut & Range. Basic Social Studies: History. (duplicating masters). The Continental Press, Inc. Elizabethtown, Pa. Reading levels: 4-6. Teacher's guide included; answer key available.

Taubler, Maryanne. Map Skills. The Continental Press, Inc. Elizabethtown, Pa. Reading level: 5-7. Programmed text. Teacher's guide available.

Spargo, Edward and Raymond Harris. Reading the Content Fields: Social Studies. Jamestown Publishers, Providence, R.I. Reading levels: middle (4-8); Advanced (8-12); Answer key bound in; progress chart.

Portwood, Thomas B. and Mary E. Portwood. Our U.S.A. Part 1 and Part 2. Steck-Vaughn. Austin, Texas. Reading level: 5-6; answer key bound in.

Portwood, Thomas B. and Mary E. Portwood. Our Nation's Story Part 1 and Part 2. Steck-Vaughn. Austin, Texas. Reading level: 7-8; answer key bound in.

-----. Using Table and Graph Skills, Book D. Weekly Reader Skills Books. Xerox Educational Publishers. Columbus, Ohio. Reading level: grade 6; teacher's manual includes answer key.

-----. The Cambridge Program for the Social Studies Test. Cambridge Book Company. New York, New York. Answers bound in; includes predictor test and simulated GED test.

SUPPLEMENTAL BIBLIOGRAPHY

Cass, Angelica W., general editor. PreGED Program: Introduction to Reading; Introduction to English; Introduction to Arithmetic. Cambridge Book Company. New York, New York.

-----. Solving Life Problems Series: Occupational Knowledge; Community Resources; Consumer Economics; Government and Law. McGraw-Hill Book Company. New York, New York. Reading levels: I (3-4); II (5-8); III (9-12); self-correcting.

-----. Building Basic Skills in Science. Contemporary Books, Inc. Chicago, Illinois. Reading level: 5-7.9.

-----. Building Basic Skills in Social Studies. Contemporary Books, Inc. Chicago, Illinois. Reading level: 5-7.9

Gearing, Philip J. and Robert Dennard. Book 5 Math. Steck-Vaughn. Austin, Texas. Reading level: 8-12.

-----. Official GED Practice Test, Forms A and B. General Education Development. GED Testing Service of the American Council on Education. Washington, D.C.

-----. Form B Readability Scale (continued). Jamestown Publishers. Providence, R.I.

Barnell Loft, Ltd.
958 Church Street
Baldwin, New York 11510

Cambridge Book Company
888 Seventh Avenue
New York, New York 10106

F. E. Braswell Company (all Contemporary Books)
Educational Materials
P.O. Box 14342
Raleigh, N.C. 27620

Follett Publishing Company
Chicago, Illinois

General Education Development
GED Testing Service of the American Council on Education
One Dupont Circle
Washington, D.C. 20036

International Paper Company, Dept. 6
"Power of the Printed Word"
P.O. Box 900
Elmsford, New York 10523

Jamestown Publishers
P.O. Box 6743
Providence, Rhode Island 02940

McGraw-Hill Book Company
1221 Avenue of the Americas
New York, New York 10020

Scott, Foresman Lifelong Learning Division
1900 East Lake Avenue
Glenview, Illinois 60025

Steck-Vaughn Company
P.O. Box 2028
Austin, Texas 78768

The Continental Press, Inc.
Elizabethtown, Pa. 17022

Weekly Reader Skills Books
1250 Fairwood Avenue
Columbus, Ohio 43216